



**2012-2014 Continuous Improvement Work Plan**

**Clara Barton Elementary School**

Englewood-Gresham Elementary Network

7650 S Wolcott Ave Chicago, IL 60620

ISBE ID: 150162990252068

School ID: 609790

Oracle ID: 22151



**Mission Statement**

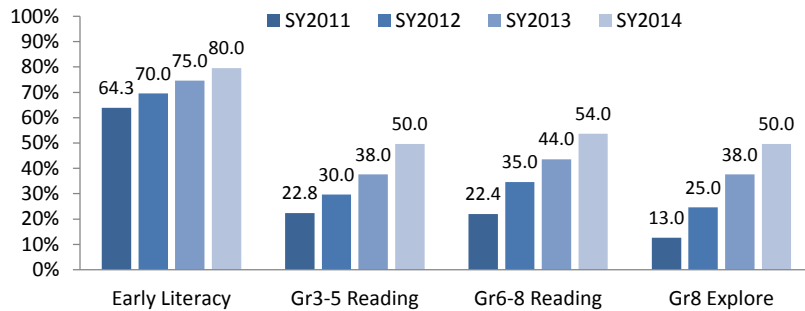
Clara Barton Elementary School's mission is to prepare students to be College and Career ready. Through addressing the needs of our students, families and staff we will provide an academic program that will exceed standards and nurture and develop students in a safe and structured environment.

**Strategic Priorities**

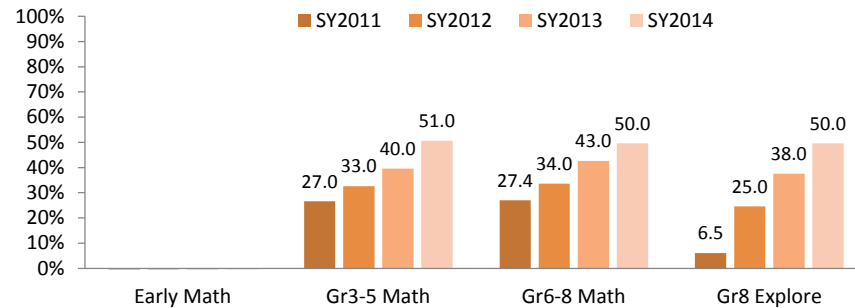
1. Teacher committes will develop a curriculum map that will support implementation of the common core english language arts and math curriculum.
2. Creation of continuous improvement cycle focused on school climate
3. The attendance clerk and staff will communicate with parents and students who have multiple absences to support increased school attendance.
4. School staff will support students in making the critical connection between learning and health.

**School Performance Goals**

**Literacy Performance Goals**



**Math Performance Goals**





# Continuous Improvement Work Plan 2012 - 2014



## Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at [www.cps.edu/CIWP](http://www.cps.edu/CIWP) for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Clara Barton Elementary School

**Developing a CIWP Team**

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Frank L. Gettridge	Principal
Angela Higginbotham	Assistant Principal
Chantay Baker	Classroom Teacher
Maureen Belanski	Classroom Teacher
Kimerbly Laney	Classroom Teacher
Sonya Williams	LSC Member
Dwayne Morgan	LSC Member
Elisheba Bingham	Parent/ Guardian
Charif Hachim	Other
Kelicia Jones	Classroom Teacher



## Elementary Goal Setting

**Instructions:** Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	64.3	70.0	75.0	80.0	<b>Early Math</b> % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
<b>3rd - 5th Grade</b>					<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA				
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	22.8	30.0	38.0	50.0	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	27.0	33.0	40.0	51.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	51.8	60.0	67.0	75.0	<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	27.4	34.0	43.0	50.0
<b>6th - 8th Grade</b>					<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA				
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	22.4	35.0	44.0	54.0	<b>Explore - Math</b> % of students at college readiness benchmark	6.5	25.0	38.0	50.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	52.9	58.0	65.0	75.0	<b>Explore - Reading</b> % of students at college readiness benchmark	13.0	25.0	38.0	50.0
<b>8th Grade</b>					<b>Explore - Math</b> % of students at college readiness benchmark				
<b>Explore - Reading</b> % of students at college readiness benchmark	13.0	25.0	38.0	50.0					



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	91.7	93.0	95.0	98.0					
<b>Misconducts</b> Rate of Misconducts (any) per 100	25.3	22.0	17.0	10.0					

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	54.8	69.5	77.0	84.5		<b>ISAT - Reading</b> % of students exceeding state standards	5.7	10.0	15.0	22.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	64.8	72.3	79.8	87.3		<b>ISAT - Mathematics</b> % of students exceeding state standards	8.1	15.0	21.0	33.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	49.2	69.5	77.0	84.5		<b>ISAT - Science</b> % of students exceeding state standards	2.4	6.0	10.0	15.0

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>We are focusing instruction are college-readiness standards; however we received a weak on the My Voice, My Schools survey for Ambitious instruction. Therefore we have started the implementation of CCSS and have developed a plan for our teachers to begin aligning CCSS to our current curriculum.</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Through our Local School Criteria we have articulated a clear vision of best practice. We have implemented a clear system of supervision and accountability including guidelines and expectations for lesson planning, gradebook entry, school wide assessment, classroom observations and grade level meetings. We have created a school website used to distribute accurate and real time information to families, communities and students. We are in the process of creating an individualized teacher learning plan, that will allow professional development to be more meaningful, specific and differentiated. We recieved an average score on the My Voice, My School survey for Parent Satisfaction. We will begin to create other opportunities for parents to be informed and connected to their school including, the use of email addresses and text messaging.</p>	

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<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Teachers are offered varied leadership opportunities to contribute to the success of Clara Barton School. We have established the following school teams; Grant Writing, Awards and Attendance, RTI, Grade Level Teams, ILT, Afterschool Coordinators, CCSS ELA and Math Teams, Science Teams, Sports Coaches, Union Representative, PPLC Team, LSC Teacher Reps, Technology Team, and University Partnerships/Teaching Teams. Although teacher attendance was 96.4%, collaborative teachers according to My Voice, My School was average. Next we must create a consistent system of accountability and protocols for school teams that will allow them to be affective and more goal oriented.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b>			<b>3</b>
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>Clara Barton's ILT team is reflective of all grade levels and departments. There is a clear and written description of the purpose and function of the ILT team including planning of professional development, improving school-wide teaching and learning, representing and responding to teachers' voice and analyzing student data and work. This year the focus and consistency of ILT meetings was disrupted with competing priorities from the district and the network. We are in the process of working with our ILT on next year's priorities and we will create a system of feedback that will update and engage all teachers in ILT's planning and implementation of identified school priorities.</p>	
<b>Monitoring and adjusting</b>			<b>2</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>District assessment data is used throughout the school including at all staff meetings, grade level meetings, individual classrooms and ILT meetings. We will develop a school wide structure for reviewing assessment data at all levels. We will also create a system of accountability and follow-up that will evidence the influence of data on instruction.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>Evidence of pacing/scope and sequence is generally determined by the instructional materials, although some teachers/grade levels uses data to adjust the order of standards taught. We are planning to align CCSS Math and ELA to our current curriculum and review student data in order to create our 2012/2013 scope and sequence for teachers. We will also reevaluate our current student IEPs in order to they are taught in the least restrictive environment and given the opportunity to gain core content and knowledge.</p>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>All grade levels with the exception of middle school (6th,7th,and8th) are provided with instructional materials aligned with standards. Middle School uses the balanced literacy curriculum, however supplemental materials have been a challenge. We are in the process of purchasing a middle school ELA curriculum that will support teachers with delivering reading instruction.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>School-wide data and classroom data is readily available to teachers. While teachers use a comprehensive set of assessments to monitor student learning, consistency in methods and accommodations/modifications must be evidenced on a consistent basis. We have begun creating monthly performance assessments and school-wide testing dates in order create consistent practices with assessing and analyzing student performance. We will continue developing our practice with creating rigorous performance assessments aligned to CCSS.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>As evidenced by lesson plans, lesson objectives consistently align to standards, however communication of the learning objective from teacher to student is inconsistent across grade-levels. We have started creating mechanisms of feedback in order to support and monitor teachers' questioning techniques and planning of small group instruction.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Clara Barton has a systematic approach to administering screening assessments to identify students needing academic intervention. However implementation of interventions for students are inconsistent across grade levels. SES programing has provided intervention for various, but student need v. student participation is inconsistent. We are in the process of developing a consistent system of identification and resources geared towards student interventions.</p>	
	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Teachers regularly recieves professional development during PD days. We are currently in the process of planning year long professional development goals focused on our school's priorities including aligning CCSS with with current curriculum and scheduling peer observation opportunities for teachers.</p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teachers collaborate regularly along with special education teachers. Evidence is provided through reporting forms of meeting focus, i.e, data analysis and planning. Teachers determined their grade level meeting protocols in the beginning of the school year. Meeting agendas are submitted to administration following grade level meetings. Teacher collaboration on the My School, My Voice survey was average. We are in the process of ensuring that all teachers are collaborating with grade levels and are sharing the ownership for student learning.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Instructional coaching is inconsistent and generally takes place through CPS sponsored training, and special initiative such as Childrens Literacy Initiative and the University of Chicago Science and Math Program. Peer observations and classroom observations are evidenced, however the quantity of these observations must increase and include more opportunities for teacher feedback. We are planning the observation timelines for next school year, along with feedback structures that support teachers in the instruction.</p>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Clara Barton is creating an environment that will ensure students are college and career ready. According to the performance policy our ISAT Composite Exceeds percentage is currently 6.2%. We will continue to align our curriculum to CCSS and provide our teachers with opportunities for peer observations and differentiated professional development.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>A key lever of success for Clara Barton is relationships. As a result, we believe all student should an appropriate education. Patterns of interactions between adults and students are consistent, while students with disabilities are educated in least restrictive environment. We will continue improve our parent involvement, as noted on the My School, My Voice it is currently 51%. Creating more avenues of communication and identifiable ways for parents to be involved in their childs education is our goal.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Clara Barton has establish school wide rules, however classroom discipline is not consistent between grade levels. We are in the process of sending our teachers to CHAMPS prior to the start of school. We will then establish a School Culture and Climate who provide support with helping teachers create appropriate classroom norms for behavior.</p>	

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b>	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>The Principal ensures that families receive information as requested and in a time manner. Teachers also accommodate the request of many families regarding grading and classroom expectations. We provide a school counselor for families wishing to inquire about transitioning into high schools. We have also communicated to parents the importance of signing up with parental portal in order to track and monitor their students grade. We will continue raise the number of families who have sign-up to parent portal in order to support our families with monitoring their child's progress.</p>	<b>3</b>
	<b>Ongoing communication</b>	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p>Communication to families is year round and as often as possible. Teachers routinely engage in two-way communication with families regarding their child's learning. We will continue to improve our communication with families. We have started to develop an intake process for families who transfer in during the school year in order for there to be a more appropriate transition into the school and the teacher's classroom.</p>	<b>3</b>
	<b>Bonding</b>	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>The Principal has created a family atmosphere at Clara Barton where families feel welcomed into the school. There several student/family focused events throughout the year that provide families the opportunity to be engage in the school community including, school performances, field days, literacy nights for families, young authors events, LSC meeting, PAC meeting, and a school PTA. We will continuing focusing on increasing the number of families who participate in these events.</p>	<b>3</b>

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	School is very responsive to families' needs, however we must improve on being proactive for those families we know need support in certain areas. We will plan to create a systematic way to proactively provide parents with information needed for their specific situation.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	Every year Clara Barton host a college fair inviting different universities to the school. Middle School students and parents also participate in Entering the College Zone, a program designed to inform parents and students on the connection between school performance and college selection. We also have partnership with	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	Support for college and career planning is provided for some students. We are in the process of providing in-school opportunities to give all students the experience in exploring other talents that can be used to create a career.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	The school provides a wide range of activities that help build students' leadership, emotional development and interests. We are in the process of evaluating our after-school offers to better suite the longer school day.		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	Clara Barton's goal is to prepare students for college and career. We are in the process of infusing more college and career experiences in our school curriculum.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	N/A	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	The school works to ensure effective transitions in Kindergarten and at each "benchmark grade". We provide a Step Up to Kindergarten program for families and there is also a Kindergarten registration period for families who want to enroll their children into the school. The school's counselor works with students on exploring and completing the necessary information for high school enrollment. We will continue to enhance transition process by including trips to schools and holding forums for families prior to registration.	



### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>Discretion funding is allocated to schools priorities and identified needs. Teachers, parents and community members have opportunities throughout the year review and make suggestions for school improvements. Clara Barton has several external partnerships that help support student and staff needs including partnerships with the University of Chicago Teacher Internships, Illinois State University Teacher Pipeline, Robert Morris University, TrueStar, Childrens Literacy Initiative and the Greater Auburn Gresham Development Corporation.</p>		
	<b>Building a Team</b> ----->				<b>3</b>
<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Hiring is conducted after vacancies come about. There is an assessment of student need, staff capacity and scheduling priorities. The school keeps files of interested and qualified teachers that have been identified through internship programs and substituting. Teachers also participate with interviewing candidates and contributing to the decision to hire. All school teams are assembled to include the needed combination of knowledge and expertise.</p>			
<b>Use of Time</b> ----->				<b>2</b>	
<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>The school schedule is designed based on a block scheduling philosophy. Students and teachers are provided regular and meaningful collaboration time. However, interventions are inconsistently implemented. We must create a systematic way to provide intervention for students at their various level, including dedicated blocks and programs.</p>			

Date Stamp November 22, 2012



## Mission & Strategic Priorities

**Instructions:** Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

### Mission Statement

Clara Barton Elementary School's mission is to prepare students to be College and Career ready. Through addressing the needs of our students, families and staff we will provide an academic program that will exceed standards and nurture and develop students in a safe and structured environment.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teacher committes will develop a curriculum map that will support implementation of the common core english language arts and math curriculum.	We had 54.8% of our students meeting or exceeding in reading and 64.8% in math and therefore need the rigor embedded in the common core curriculum to improve student outcomes.
2	Creation of continuous improvement cycle focused on school climate	My Voice, My School survey provided a score of 25 indicating that the students feel that the school is not successfully managing behavior. Unmanaged behavior disrupts classroom instruction and our goal is to have fewer disruptions to instruction in the classroom.
3	The attendance clerk and staff will communicate with parents and students who have multiple absences to support increased school attendance.	With a 92.78 rate of attendance, we need to consistently contact parents to ensure that they send their children to school daily.
4	School staff will support students in making the critical connection between learning and health.	On the School Progress Report we are reported as not being Healthy Schools Certified. Students learn from example and a healthy school will teach students to value their own health.
5	Optional	



### Strategic Priority 1

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Teacher committees will develop a curriculum map that will support implementation of the common core english language arts and math curriculum.	We had 54.8% of our students meeting or exceeding in reading and 64.8% in math and therefore need the rigor embedded in the common core curriculum to improve student outcomes.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify a core math and core ELA leadership team to support project activities	Instruction	All	Principal, Assistant Principal, Identified Teacher Leaders	Summer 2012			
Review end of the year data to be addressed within the curriculum	Instruction	All	Principal, Assistant Principal, Identified Teacher Leaders	Summer 2012			
Review ISBE developed gap analysis and analyze gaps to determine how to implement in the core.	Instruction	All	Principal, Assistant Principal, Identified Teacher Leaders	Quarter 1			
Review, discuss how to unpack current common core standards.	Instruction	All	Principal, Assistant Principal, Identified Teacher Leaders	Quarter 2			
Create an initial pacing chart that will form the basis for the curriculum map.	Instruction	All	Principal, Assistant Principal, Identified Teacher Leaders	Quarter 3			
Create curriculum map	Instruction	All	Principal, Assistant Principal, Identified Teacher Leaders	Quarter 3			



### Strategic Priority 1

School wide professional development should happen to support implementation of the common core curriculum	Instruction	All	Principal, Assistant Principal, Identified Teacher Leaders	Quarter 4		Professional Development of the common core should include a focus on engaging students in learning through activities and assignments, grouping of students, use of instructional materials and resources and structure and pacing of instruction.

## Strategic Priority 2

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Creation of continuous improvement cycle focused on school climate	My Voice, My School survey provided a score of 25 indicating that the students feel that the school is not successfully managing behavior. Unmanaged behavior disrupts classroom instruction and our goal is to have fewer disruptions to instruction in the classroom.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a school climate leadership team representative of the full staff, including an administrator	ILT/ Teacher Teams	All	Dean of Students	Summer 2012			
Leadership team uses data to identify 2 areas of improvement to focus their change efforts.	ILT/ Teacher Teams	All	Dean of Students	Summer 2012			
Leadership team defines school wide expectations	ILT/ Teacher Teams	All	Dean of Students	Summer 2012			
Leadership team collects and analyzes data	ILT/ Teacher Teams	All	Dean of Students	On-going			
Leadership team develops lesson plans to communicate and teach school wide expectations and specific policies	ILT/ Teacher Teams	All	Dean of Students	Summer 2012			
Hold a school wide expectations kick-off	ILT/ Teacher Teams	All	Dean of Students	Quarter 1			
School Climate Leadership team will train teachers on CHAMPS model	ILT/ Teacher Teams	All	Dean of Students	Quarter 1			The training of teachers on the CHAMPS model will include information about Creating an Environment of Respect and Rapport through teacher interactions with students and student interactions with each other .
Using behavioral data and anecdotal to identify needs, teachers develops and reteaches expectations	ILT/ Teacher Teams	All	Dean of Students	Quarter 1			
Leadership team collects and analyzes data focusing on identified area of improvement to tweak policies or move on to new areas of need	ILT/ Teacher Teams	All	Dean of Students	Quarter 1			
Establish a student acknowledgement plan to encourage and celebrate expected behaviors	ILT/ Teacher Teams	All	Dean of Students	Quarter 2			



**Strategic Priority 2**

Using behavioral data and anecdotal to identify needs, teachers develops and reteaches expectations	ILT/ Teacher Teams	All	Dean of Students	Quarter 2			
Leadership team collects and analyzes data focusing on identified area of improvement to tweak policies or move on to new areas of need	ILT/ Teacher Teams	All	Dean of Students	Quarter 3			
Establish a staff acknowledgement plan to encourage and celebrate consistent implementation	ILT/ Teacher Teams	All	Dean of Students	Quarter 3			
End of year celebration with staff and students to celebrate improvements and acknowledge those exhibiting school wide expectations	ILT/ Teacher Teams	All	Dean of Students	Quarter 4			
Leadership team develops tiered interventions for identified students.	ILT/ Teacher Teams	All	Dean of Students	Quarter 4			
All staff members consistently reinforce classroom and school wide expectations and acknowledgement system	ILT/ Teacher Teams	All	Dean of Students	Quarter 4			Administration will monitor the climate of the classroom enviroment during observations.



### Strategic Priority 3

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
The attendance clerk and staff will communicate with parents and students who have multiple absences to support increased school attendance.	With a 92.78 rate of attendance, we need to consistently contact parents to ensure that they send their children to school daily.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Using the automated call system the attendance clerk will daily contact the parent/guardian of all students not in attendance.	Parental Involvement	All	Attendance Clerk	On-going			
For students with more than 10 absences the attendance clerk will meet with the parent/guardian monthly to determine the cause of the absences and discuss the importance of regular attendance	Parental Involvement	All	Attendance Clerk	On-going			
The attendance committee will provide monthly incentives for students who are in attendance for the entire month	Other	All	Attendance Committee	On-going			
The attendance clerk will refer parents who have children who are chronically absent to the social worker for access to resources for support	Parental Involvement	All	Attendance Clerk	On-going			



**Strategic Priority 3**








Strategic Priority 4