



# Lionel Hampton Fine & Performing Arts ES

Midway Elementary Network

3434 W 77th St Chicago, IL 60652

ISBE ID: 150162990252916

School ID: 609807

Oracle ID: 32021



## Mission Statement

Our purpose is to be progressive educators that strive to teach all children through experiences based on the Common Core Standards and research based teaching strategies, by reflecting on our professional practice and by measuring outcomes through relevant student performance data.

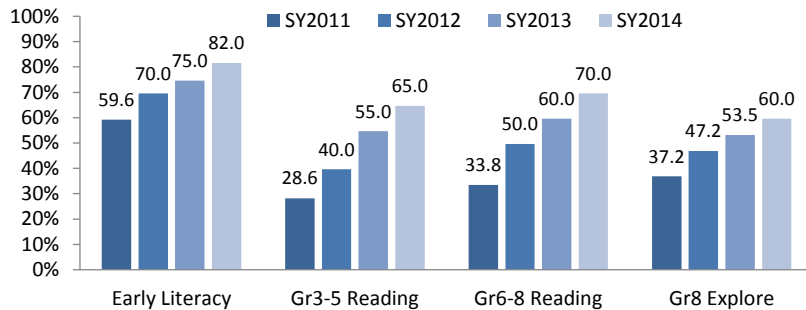
Our goal is to provide an education that prepares our students with the skills necessary to successfully access, college and/or be career ready and to be responsible and contributing members of society.

## Strategic Priorities

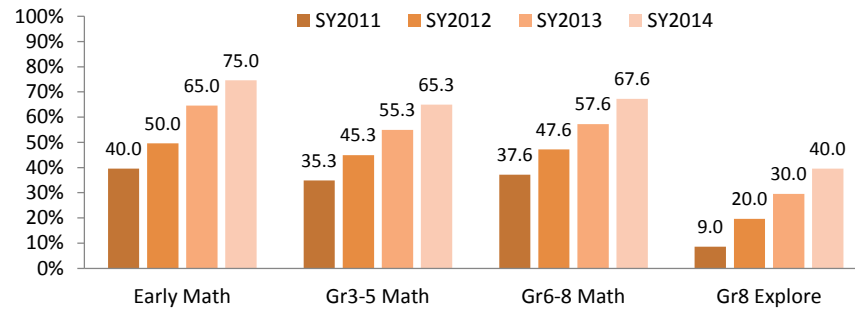
1. Hampton Teachers will align literacy-based (reading and writing) units within and across grade levels to increase student's exposure to complexed text.
2. Hampton will provide targeted interventions (Rtl) to students based on the child's particular need.
3. Hampton will focus on Positive Interventions Behavior Systems (Supports) which rewards positive behaviors with incentives. Hampton will expand incentives to include additional learning opportunities and enrichment.
4. Hampton will engage parents and community in supporting students academic and social well-being.

## 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:	Lionel Hampton Fine & Performing Arts ES

### 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
Zaneta Abdul-Ahad	Principal
Maribel Rivera	Assistant Principal
Steven Chapman	LSC Member
Rita Leary	Classroom Teacher
Julianne Burke	Special Education Faculty
Megan Yracheta	Lead/ Resource Teacher
Celia Martinez	ELL Teacher
Juliana Paz	ELL Teacher
Kym Hemphill	Classroom Teacher
Stephanie Gates	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	59.6	70.0	75.0	82.0		<b>Early Math</b> % of students at Benchmark on mClass	40.0	50.0	65.0	75.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	28.6	40.0	55.0	65.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	35.3	45.3	55.3	65.3
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	57.1	67.1	77.1	87.1		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	56.1	66.1	76.1	86.1
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	33.8	50.0	60.0	70.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	37.6	47.6	57.6	67.6
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	54.6	64.6	74.6	84.6		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	52.8	59.8	69.8	79.8
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	37.2	47.2	53.5	60.0		<b>Explore - Math</b> % of students at college readiness benchmark	9.0	20.0	30.0	40.0



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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	95.0	96.0	96.0	96.5					
<b>Misconducts</b> Rate of Misconducts (any) per 100	94.9	85.0	75.0	65.0					

## 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	69.7	76.6	84.6	87.0		<b>ISAT - Reading</b> % of students exceeding state standards	9.4	10.0	15.0	20.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	75.9	79.5	85.0	89.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	9.4	12.0	18.0	20.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	65.7	75.0	81.0	85.0		<b>ISAT - Science</b> % of students exceeding state standards	2.1	5.0	12.0	20.0

### School Effectiveness Framework

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		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>Hampton School gained between 6-8% on its ISAT composite in reading and math. However, the majority of students fall in to the meets category. There is a push to increase the number of students who are exceeding the standards. There are programs in place to support students who are on the cusp of exceeding (i.e. Saturday School and enrichment programs).</p> <p>However, there are multiple strategies and practices that are being worked on but none that are fully developed in every classroom. These practcies ( differentiated instruction, guided reading, writing across the content area and etc.) have contributed to pockets of gains</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>The principal provides professional development that supports school-wide focus (writing, math and reading extended response). The principal supports teachers leadership by providing opportunities teachers to lead professional development, engage the community through programs and school events.).</p> <p>Principal monitors grade level meeting and meets with the Instructional Leadership Team to establish goals and monitoring systems to articulate effective instruction.</p>			

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<b>Teacher Leadership</b> ----->			<b>2</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>There is a core group of teachers who perform most of the leadership duties within the building. However, opportunities are available for teachers to take on leadership roles within the school environment. The ILT has equity in voice. However, their voice does not represent the voice of the teachers they represent. This is due to lack of articulation between teams and regular classroom teachers. Sometimes teachers are not aware of the function of each team and/or how to seek assistance from these team.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</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>ILT meets regularly throughout the school year and represents a wide range of teaching area within the school but not all areas. ILT focus is split between instructional practices and assisting in unpacking district initiative, implementing the Common Core State Standards, Full School Day and solving day to day operational concerns. ILT has not had the opportunity to share their experiences or develop a school wide professional development. The purpose and focus of ILT must be re-directed to solely instruction/analyzing data to help grade level team set priorities and goals.</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>The ILT has lead classroom teachers in analyzing benchmark data (SCANTRON growth calculator). However, and systematic approach to analyzing formative assessments is in the early stages.</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>Most teachers follow the pacing/scope and sequence from the instructional materials. In addition, teacher develop units based on past experiences and their interests. There is no explicit scope and sequence that is spelled out for teachers that is provided for teachers within the school building. Despite, the ILS and the CCSS teachers struggle to know their explicit content by grade level (what should be taught, when).</p> <p>As a school we are approaching some effective school benchmarks. Teachers are currently receiving professional development on unit planning and selecting a variety of the text -based on complexity and appropriateness for the grade level. Within the FSD schedule their is time allotted for targeted interventions within the classroom.</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>Each teacher has core instructional materials but the way in which they utilizes the materials varies. Instructional materials are geared toward the average learner and requires the classroom teachers to utilizes additional materials to address each learner. Some of the materials (upper math) have built in differentiation in the structure. Teachers are not enthusiastic about the Reading or Math curriculum. Additional, professional development is required to reacquaint teachers to the resources that are avialble to them.</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>3</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>Each teacher has access to student data and benchmark data is used to re-group students, determine instruction next step and provide students and teachers with the opportunity to set goals. There is not a formal continuum of what type of data to examine when. Currently Hampton focuses on SCANTRON, DIBELS/IDEL and MCLASS data. Teachers rarely align their lessons, formative assessments to discuss trends in mastery.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>3</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>Teachers communicate learning objective usually by writing it on the board. Many teachers explicitly state the learning objective and wrap the lesson at the end by reviewing the learning objective with the students' accomplishments in class that day. There are pockets within the school building where questioning include high and low levels to promote student thinking and understanding. Teachers individually assess student mastery but would benefit from input from colleagues.</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>Hampton school is still uncomfortable with interventions. We currently are not using a diagnostic screener to identify students beyond SCANTRON. However, reading interventions for primary students who are identified by DIBELS/IDEL and teacher observation receive targeted intervention provided by teaching assistants and reading interventionist. In addition, teachers in grade k-5 pull small groups for reading. The practices of progress monitoring is a struggle.</p>	
	<b>Whole staff professional development</b> ----->			<b>3</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>Professional development and teacher collaboration is provided in multiple venues (school-wide professional developments, targeted professional development , teacher institute week and etc). Teachers have the opportunity to share their learning formally and informally. Professional develop for the year is laid out in advance. Sometimes plans have to be re-adjusted to make room for information in regards to the district initiatives.</p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</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 meet for grade level meetings every week formally and additional time during the week informally. Grade level meetings include special education, general education and bilingual teachers meet within their grade levels. The meetings focus on student outcomes, planning. The meeting agenda is usually set by the school level administration and sometimes meeting outcomes are unclear. There have been few opportunities for teacher to participate in peer observations.</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>Coaching occurs in a more informal sense within the school building. New teachers rely on the support of their grade level team members. Professional development is usually school-wide. There are opportunities for teachers to participate in additional professional development but they usually seek out their own professional development opportunities. Their initiative is supported by the school through paying for the opportunities and providing substitute coverage.</p> <p>There have been few opportunities for teachers to participate in classroom visits and peer observations during the school day.</p>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</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>There are programs in place that articulate academic excellence and the importance of an quality education. Many staff member explicitly state that college and career readiness is the priority. The school is in the stages of developing a plan that leads students along the path of college and career readiness. Students have to opportunity to offer feedback to administration but not in a formal manner.</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>There are multiple opportunities for students to interact with adults beyond the school day. Students are comfortable reporting incidents to adults and the interactions between students and adults are respectful. Hampton school strives cultivate a culture of tolerance and acceptance of differences. However, students face bullying and are often participants in bullying behaviors without being aware that they are bullying.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>4</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>The school has a systematic approach to documenting and addressing student behavior. Positive Behavior Interventions and Supports is deeply embedded in the school culture. Rewards for students who exhibit positive behaviors take place on a regular basis there is a push to make rewards academic and interest based. By doing so, we hope to reach those chronic students. The staff is welcoming and helpful to those who enter the shool building.</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> ----->			<b>3</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>	Information regarding the school's progress is shared with the entire school community in Local School Council meetings, Open House, Faculty meetings and community events. The principal readily answers honestly when parents inquire about either enrolling and/or seeking other schools for their children. Teachers provide parents with an outline of the grade curriculum and expectations.	
	<b>Ongoing communication</b> ----->			<b>3</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>	Teachers communicate with parents about students' progress on a routine basis. Contact is made via telephone, face to face meetings, email and the use of gradebook/parent portal. Each parent is provided with the parent portal pin number. In many cases the school assist the parent in setting up the account. In addition, parents have access to additional staff such as the counselor, social worker to seek resources for their child.	
<b>Bonding</b> ----->			<b>4</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>	Parents are welcomed into the building and take advantage of the open door policy. In addition, parents are provided resources based on interest and need. The principal works closely with the Parent Advisory Council to bring learning opportunities to the school. Parents are invited to attend performances, literacy nights, fairs. During the past school year Hampton has adopted additional family based recreational activities such as dances and movie nights.	

### 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>3</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>	Hampton provides required services to student within the school day. However, members of the clinician staff (nurse, social worker and counselor/casemanager) direct parents and families to additional resource in the community.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</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>	Information about college and/or career choices is provided. Students receive information about careers in a more traditional sense (career days).	
<b>Academic Planning</b> ----->			<b>1</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>	Hampton focuses on implementing a quality curriculum for students so that they become capable high school students. There is a large emphasis on choosing high schools and preparing for high school. There very little explicit talk about college and career readiness. Although the expectation of college and career readiness is implied in the instruction practices within the school.  Next school year 7th and 8th grade students will be working with the GEAR UP program in order to explore post-secondary education.		
<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>	Hampton offers a wide variety of extra-curricular and enrichment activities in hopes of address students' individual talents and interests. Students took part in an interest inventory in order to determine programs. However, there is a core group of students		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</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>	<p>Eighth grade students are participating in EXPLORE testing in order to gauge college and career readiness. Students participated in a mock EXPLORE test before the actual test so that teachers would have to opportunities to support students in areas on need.</p>	
	<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>	<p>NOT APPLICABLE</p>	
	<b>Transitions</b> ----->			<b>4</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>	<p>The school has been very instrumental in helping parents and students navigate the high school application process. Hampton held weekend application workshops for parents and students. The counselor monitored students applications and parents were transported to high school informational sessions for the new area high school.</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 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>4</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>	Hampton school discretionary funds are aligned to school and students need (i.e. computer equipments, supplemental materials, professional development Saturday enrichment programs). Partnerships are identified and screened to make sure the goals and outcomes of the program are aligned to the school's priorities.		
	<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>	Recruiting and hiring take place when an assessment of school/student need has taken place. Most applicants have no prior relationship to the school. Candidates are required to teach a lesson to students and multiple stakeholders are invited to participate in the interview process. Hires a made based on demonstration of content knowledge, ability to work in a team and ability to expand learning opportunities for students.		
<b>Use of Time</b> ----->				<b>3</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>	Schedules was designed to address the required time distribution minutes needed for each subject area. However, there is time in the day for teachers to collaborate multiple times during the week. Each teacher has four 50 minute preparation periods during the work day over the course of a week. Intervention blocks are not part of the current school schedule but are included in the Full School Day schedule.		

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

Our purpose is to be progressive educators that strive to teach all children through experiences based on the Common Core Standards and research based teaching strategies, by reflecting on our professional practice and by measuring outcomes through relevant student performance data.

Our goal is to provide an education that prepares our students with the skills necessary to successfully access, college and/or be career ready and to be responsible and contributing members of society.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Hampton Teachers will align literacy-based (reading and writing) units within and across grade levels to increase student's exposure to complexed text.	According to the 2011 NCLB Accountability summary special education students are not meeting safe harbor, only 68.6% of the students are meeting/exceeding the standards in reading. In addition, according to the ISAT composite scores less than 10% of the students are exceeding the standards.  In efforts to increase the percentage of students who will exceed the standards unit plans will include non-fiction/informational text to increase exposure. Students will have additional opportunities to develop arguments and use textual evidence to defend their arguments.
2	Hampton will provide targeted interventions (RtI) to students based on the child's particular need.	According to the 2011 NCLB Accountability summary special education students are not meeting safe harbor, only 68.6% of the students are meeting/exceeding the standards in reading and 74.0% of students are meeting/exceeding the standard in math. This shows that their is a need to implement interventions that will address students who are in the warning and below categories.
3	Hampton will focus on Positive Interventions Behavior Systems (Supports) which rewards positive behaviors with incentives. Hampton will expand incentives to include additional learning opportunities and enrichment.	A large percentage of Hampton's misconducts are related to bullying incidents between children during school and outside of school. According the SY 2011 School Progress Report 42% of the students feel safe inside the school building.
4	Hampton will engage parents and community in supporting students academic and social well-being.	While, Hampton provides several opportunities for parental and community involvement, only 46% of our parents feel engaged with the school according to the school's Progress Report. In addition, 51% of Hampton parent reported feeling that the school provides a welcoming environment.
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
Hampton Teachers will align literacy-based (reading and writing) units within and across grade levels to increase student's exposure to complexed text.	According to the 2011 NCLB Accountability summary special education students are not meeting safe harbor, only 68.6% of the students are meeting/exceeding the standards in reading. In addition, according to the ISAT composite scores less than 10% of the students are exceeding the standards.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide on-going professional development on how to create and intergrate literacy (content specific) units.	Instruction	All	Principal	On-going	On-going		
Purchase leveled non-fiction text for classrooms	Instructional Materials	All	Principal	Summer 2012	Quarter 4		
Provide extended day training to teachers to participate in professional development	After School/ Extended Day	All	Principal	Quarter 1	On-going		
Purchase technology equipment to enhance teching in the classroom	Equipment/ Technology	All	Tech Coordinator	Summer 2012	Summer 2013		
Purchase leveled non-fiction text in the native language for ELL students	Instructional Materials	English Language Learners	Assistant Principal	Summer 2012	Quarter 4		
Provide substitutes for peer observations and coaching feedback sessions.	Other	All	Principal	Quarter 1	On-going		
Purchase supplies to support literacy unit development	Instructional Materials	All	Principal	Summer 2012	On-going		
Fund a .5 position to make music a full-time position. Music promotes arts intergration in the content areas of (social studies, math and science)	Instruction	All	Principal	Summer 2012	On-going		
Purchase WIAT as a screener for special education teachers to use.	Instructional Materials	Students With Disabilities	Principal	Summer 2012	Quarter 1		
Provide professional development that will address writing strategies and different genres of writing.	Instruction	All	Principal	Summer 2012	On-going		



Strategic Priority 1






**Strategic Priority 2**


### 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
Hampton will focus on Positive Interventions Behavior Systems (Supports) which rewards positive behaviors with incentives. Hampton will expand incentives to include additional learning opportunities and enrichment.	A large percentage of Hampton's misconducts are related to bullying incidents between children during school and outside of school. According the SY 2011 School Progress Report 42% of the students feel safe inside the school building.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development on identifying bullying behaviors for all teachers and faculty. With strategies for diffusing bullying situations on a bi-annual basis.	Other	All	PBIS TEAM	Quarter 1	On-going		
Host anti-bullying education classes for parents and students in conjunction with the distribution of the Student Code of Conduct.	Parental Involvement	All	Principal	Quarter 1	On-going		
Compile a list of students who are at-risk for behaviors, attendance, support per Early Warning Indicator Report. Identify interventions to help students be successful in school	Other	Other student group	ILT/Counselor	Summer 2012	On-going		
Provide Saturday workshops for children who participate in Bullying. Provide opportunities to participate in sessions on anger management, cyberbullying, and tolerance.	Instruction	Other student group	PBIS TEAM/ Counselor	Summer 2012	On-going		
Develop peer-jury and provide opportunities for student to redeem themselves through restorative justice.	Instruction	All	Assistant Principal	Summer 2012	On-going		
Provide Extended day pay for teachers to convene and be trained on PBIS.	ILT/ Teacher Teams	All	PBIS/Counselor	Summer 2012	On-going		





### Strategic Priority 4

**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
Hampton will engage parents and community in supporting students academic and social well-being.	While, Hampton provides several opportunities for parental and community involvement, only 46% of our parents feel engaged with the school according to the school's Progress Report. In addition, 51% of Hampton parent reported feeling that the school provides a welcoming environment.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Annual PAC Meeting	LSC/ PAC/ PTA	Not Applicable	Principal/PAC Chair	Quarter 1	Summer 2013		
Back to School- Parent Learning Workshops	Parental Involvement	All	Assistant Principal	Quarter 1	On-going		
Parenting Classes	Parental Involvement	All	Principal/PAC Chair	Quarter 1	On-going		
Computer Literacy	Parental Involvement	All	Assistant Principal/ILT	Quarter 1	Quarter 3		
Back to School Night	Parental Involvement	All	ILT/LSC/PAC	Summer 2012	Summer 2012		
Anti-Bullying Education Workshops (Parent and Students)	Parental Involvement	All	ILT/PBIS TEAM	Quarter 1	Quarter 4		
High School Fair (7th and 8th grade Parent)	Parental Involvement	All	Conselor/PAC	Summer 2012	Quarter 2		
Family Fitness and Health Night	Other	All	Physical Education Teacher	Quarter 1	Quarter 4		
Autism Resource Nights	Parental Involvement	Students With Disabilities	Low Incidence Classroom Teachers and Counselor	Quarter 1	Quarter 3		
Learning Nights (Math, Reading and Science)	Parental Involvement	All	ILT and Classroom Teachers	Quarter 1	Quarter 3		
Nutrition Classes (Parents)	Parental Involvement	All	UIC and PAC	Quarter 1	On-going		
ESL Classes (Parents)	Parental Involvement	All	Bilingual Teachers	Quarter 1	Quarter 4		



