



2012-2014 Continuous Improvement Work Plan

Nathanael Greene Elementary School

Pershing Elementary Network
3525 S Honore Chicago, IL 60609
ISBE ID: 150162990252229
School ID: 609952
Oracle ID: 23431



Mission Statement

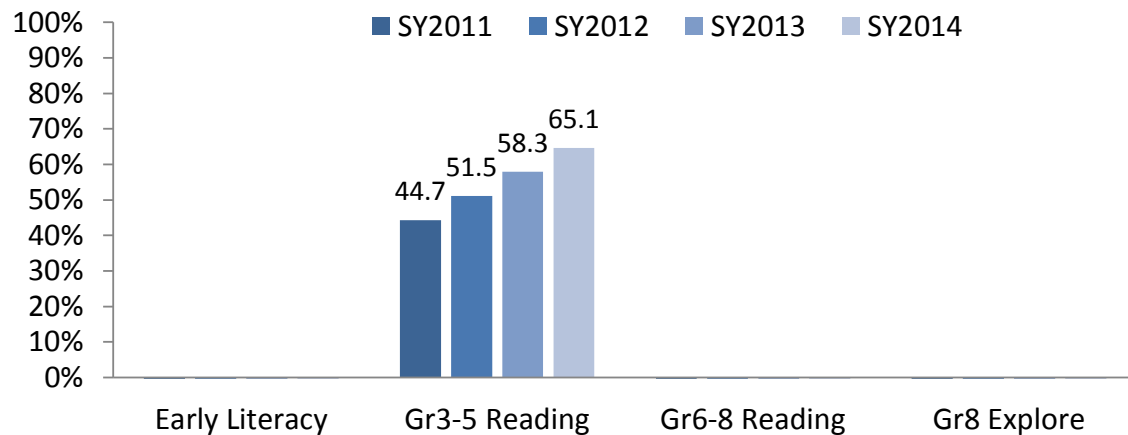
Greene school will maximize the potential of every student including those students with disability and ELLs by providing quality learning experiences that will insure that students become literate, mathematically and technologically competent, self-confident individuals who work successfully and cooperatively to their ultimate goals in life and contribute productively to society.

Strategic Priorities

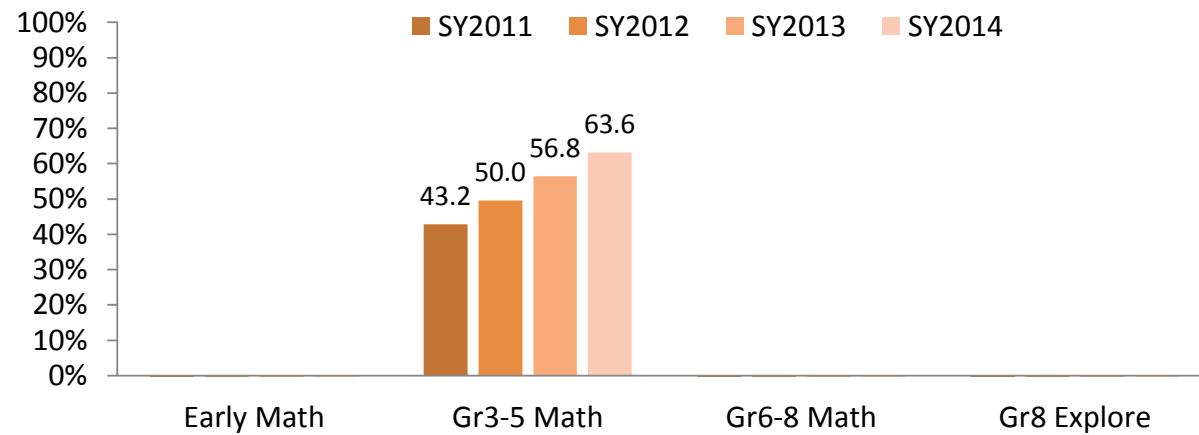
1. Implement Units of Study in Literacy that are aligned to the Common Core, informed by ongoing assessment and data analysis, and address the diverse learning needs of all Greene readers.
2. Create and implement Units of Study in Math that are aligned to the Common Core, informed by ongoing assessment and data analysis, and address the diverse learning needs of all Greene mathematicians.
3. Develop a clear, consistent, coherent approach to ELL instruction that is differentiated, effectively leverages native language ability, is informed by ongoing assessment and data analysis, and reflects best practices in bilingual instruction.
4. Develop a vertically-aligned scope and sequence in Science at each grade level and increase opportunities for students to engage in scientific inquiry.
5. Increase parental understanding of the importance of the role that parents play in supporting their child's development and create additional resources to help parents assume a more active role in their child's academic and social/emotional development.

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 for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Nathanael Greene Elementary School
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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
Deidre Wess	Assistant Principal
Mary Vrba	Counselor/Case Manager
Carla Heidy	Classroom Teacher
Rosa Alvarez	ELL Teacher
Tricia Zicco	Classroom Teacher
Elham Abbasi	Classroom Teacher
Mary Beth Baker	Classroom Teacher
Adrian Echevarria	Classroom Teacher
Hillary Ruben	Special Education Faculty
Cynthia Hengst	Support Staff
Marie Szyman	Classroom Teacher
Michael Heidkamp	Principal



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	
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	NDA	NDA	NDA		Early Math % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	44.7	51.5	58.3	65.1		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	43.2	50.0	56.8	63.6
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.3	61.7	68.5	75.3		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.7	53.1	59.9	68.1
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA
8th Grade										
Explore - Reading % of students at college readiness benchmark	NDA	NDA	NDA	NDA		Explore - Math % of students at college readiness benchmark	NDA	NDA	NDA	NDA



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.1	96.7	97.3					
					Misconducts Rate of Misconducts (any) per 100	3.8	3.3	2.8	2.3

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
ISAT - Reading % of students meeting or exceeding state standards	64.4	71.2	78.0	84.8		ISAT - Reading % of students exceeding state standards	20.2	23.9	27.3	30.7
ISAT - Mathematics % of students meeting or exceeding state standards	79.6	83.0	86.4	89.8		ISAT - Mathematics % of students exceeding state standards	23.2	26.6	30.0	33.4
ISAT - Science % of students meeting or exceeding state standards	77.7	81.1	84.5	87.9		ISAT - Science % of students exceeding state standards	26.9	30.3	33.7	37.1

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> 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. 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. 	<p>We need to improve our ability to disaggregate data more effectively so that grade level teams and individual teachers are consistently and effectively aligning their time to the achievement of schoolwide goals. For example, supporting grade level teams, as well as individual teachers, in their analysis of quarterly Fountas and Pinnell data in supporting clear next steps for students in attaining grade level proficiency and beyond. The school has clear priorities, as represented in the CIWP and with the introduction of balanced literacy (Readers Workshop and Daily Five), as well as a differentiated approach to Math instruction, is implementing a plan of action for addressing these priorities.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> 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. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. 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. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. 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. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal establishes a clear focus on priority areas focusing time, instructional expertise, and classroom resources in supporting the implementation of balanced literacy through the models of the Daily Five and Readers Workshop.</p> <p>While there have been two family reading nights and 2 parent workshops focused on literacy, as well as greater clarity in . There needs to be greater transparency and sharing of school data with parents in a manner that builds trust through open and honest dialogue. The only time that student achievement data was shared with groups of parents was when the schoolwide report card came out in the fall.</p> <p>Parent participation is at an all time high due to allowing parents to have accessibility to not only the building but programs and resources. There is an exercise every Tuesday and Thursday for our parents. We have monthly parent workshops, coffee with the principal, open houses and parents have taken tours and observed classrooms. The administration has established a culture of trust by constantly being available an open to parents.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership			3
<ul style="list-style-type: none"> A core group of teachers performs nearly all leadership duties in the school. A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> 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"> -ILT membership -Grade/Course team lead -Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer Each teacher has equity of voice in grade/course, ILT and whole staff meetings Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Currently, there is a teacher representative from each grade level, specials and special education on the ILT. Additionally, the ILT member acts as the grade level lead. We need to improve teacher's role in the RTI process. Areas to strengthen in this process are: Clearly defining the purpose for RTI and being more proactive in identifying interventions. Creating a system for teachers and interventionist to communicate and collaborate around student data. Developing a Data team that analyzes student achievement and growth data and presents analysis and provides recommendations to staff members.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			4
<ul style="list-style-type: none"> 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. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. 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. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. 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. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The Instructional Leadership team met at the beginning of the school year to look at data and compare the data to goals with the objective of preparing students for college and beyond. The ILT members share their knowledge and expertise at ILT meetings and the consistently share information from ILT meetings with their grade level team to receive feedback and input. Most ILT meetings have a reflection component, we ILT members report out on the effectiveness of PD, Team Meetings and protocols.</p>	
Monitoring and adjusting			2
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> 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. 	<p>Currently, we do not have a schoolwide system from data analysis. We need to improve on schoolwide understanding of data analysis and involve more teachers in the decision making process once data has been reviewed and analyzed. At the beginning of the year, test scores for NWEA and ISAT were presented to help in setting goals for the year, this is a process that should happen on a quarterly basis. Another structure that we put in place this year and need to implement on a more consistent basis is having teachers analyze their Fountas and Pinnell data and have grade level team meetings that focus on data analysis.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> 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. Each grade level or course team develops/uses common units of instruction aligned to the standards. 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. 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. 	<p>Grade level teams had a total of 18 additional hours of planning time to work on reading and math curriculum maps. Teams worked on aligning their math curriculum to the Common Core standards. In math the scope and sequence is partially developed, as teams started with third and fourth quarters. Teams will have additional planning time this summer to work on completing the 1st and 2nd quarter math curriculum maps and assessments. Next year we have decided to implement Lucy Calkin's curricular units in Readers Workshop.</p> <p>All students are exposed to grade level appropriate materials. English Language Learners gain core content knowledge and skills via EL Achieve. We are working on expanding EL achieve to all K-4 bilingual classrooms.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> 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. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>As teams began creating their own curriculum maps in reading and math aligned to the Common Core standards they also started gathering more materials and resources that are aligned to the standards. We use a differentiated approach to instruction in both reading and math. This approach allows all of our students including ELLs and Special Education students to receive instruction On going development of instructional materials to meet the needs of ELL and Special education students.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. 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
Assessment ----->			3
<ul style="list-style-type: none"> • 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. • 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. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • 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. • 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). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>School-wide data is available to the ILT and to teachers following assessments. Teachers are developing and implementing assessments in core subject areas (Literacy, Fountas and Pinnell, math). Assessments are developed, but still need work. Grade level teams are collaborating to create assessments and performance tasks as well as rubrics to help them evaluate student work.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>This year was a transition year for our teachers and staff as we transitioned to Readers Workshop and Guided Math, both differentiated approaches to teaching and learning. We invested time and resources in ensuring teachers understand and are able to implement these instructional models. They are also working on developing formative assessments in math and reading to evaluate student work. We are committed to continuing to invest in professional development and resources to support this work.</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			2
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. 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. 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 Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Currently we use the initial NWEA test to screen students to determine if they need academic interventions. We need to develop a regular system of communication between the classroom teacher and interventionist. For reading, students are grouped by reading level and are pulled out (not during the reading block). Interventionists use the Fountas and Pinnel Leveled Literacy Intervention to work with students.</p>	
Whole staff professional development ----->			3
<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-weight: bold; font-size: 1.2em;">Professional Learning</div> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Clear goals established at the beginning of the school year. Literacy was a priority and we contracted with the Chicago Literacy Group to deliver professional development around Reading Workshop in grades 3-5. A consultant comes out once a week to model and facilitate study group sessions.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> 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. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. 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. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers collaborate in regular cycles. They have flexible planning time outside of their weekly grade level meetings. Grade level meetings are led by ILT members. Special education teachers are included in grade level meetings. Grade level meetings follow an agenda and they keep minutes. Special education teachers are included in grade level meetings in addition to meet as a Sped team once a week.</p> <p>Additional training is needed for specialists. Specialists need a system for reporting findings and progress to general education teachers.</p>	
DIMENSION 3: I	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>There has been some opportunities for teachers to visit other teachers as a form of coaching. We will work on creating a system where teachers are able to visit their colleague's classrooms on a more consistent basis. Next school year we will have a teacher leader at each grade level work to coach teachers around best practices in Readers Workshop. Three of these teachers will attend the Reading Institute at Columbia's Teachers College.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>This year teachers collaborated to develop rubrics and performance assessments. We assess student individually to determine their academic level. We use assessments aligned with the common core and rubrics to guide instruction. We need to improve in the area of having school wide systems and structures for data analysis to ensure that we are making decisions, based on data.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>All members of the Greene community are advocates who deeply care about the well being of our students. All students with disabilities and special needs are integrated into all facets of the school culture including afterschool programs. Our approach to behavior is proactive. Students are greeted each morning by staff members as they enter the building. There are awards such as student of the month (based on our core values) reach for the sky award and the leadership award that acknowledge students for their leadership and citizenship. In some cases non-classroom teachers nominate students that they observe going above and beyond.</p>	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> 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. Staff establishes and maintains a safe, welcoming school environment. 	<p>Behavioral interventions are implemented to ensure student safety. Students feel welcome in a safe and clean school environment. We have a CHAMPS team that works with teachers to provide interventions and recommendations.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> 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. 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. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Information is provided monthly to parents through a variety of meetings and workshops: Coffee with the principal, LSC meetings, BAC meetings, Literacy nights, workshops and clinics. At the beginning of the school year each grade level team met with parents to discuss expectation. Many grade levels send home a newsletter to provide updates and information to parents. The principal meets with all parents that are transferring in to provide options and discuss expectations.	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	Teachers and other staff engage in ongoing two-way communication throughout the year. We have an open door policy and parents are able to meet with teachers and staff members if they have concerns. Additionally, teachers reach out to parents to discuss individual student performance. Other opportunities for teacher and parents to communicate include: Open house, workshops, report card pick up, parent trainings, progress reports and through the counseling department.	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. 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. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. 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. 	We contracted with SWOP an organization that trains parents to become partners in the classroom. We create a warm, welcoming environment by hosting Mother/Son and Father/Daughter Dance, Mother's Day Breakfast, Cooking classes for students and parents, wellness events. Additionally, our Reading committee has hosted two Literacy Nights. Parents are also apart of the feedback and planning process for many events held in the school.	

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
6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>We have had several students this year who have needed support that involved visiting the home environment and involving additional social service agencies. We can improve our ability to respond in a more proactive manner to these situations as they are emerging instead of waiting until they become larger issues.</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> 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. 	<p>We are working on developing in our students the academic life skills necessary to promote success throughout their academic lives. We are also working with parents to help inform them of how best to support their child's success both short and long-term.</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> 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. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>The school engages students in hands on learning aligned with the common core standards with the goal of getting all students to grade level proficiency. We are in the second year of Readers Workshop and the first year of Math and Writing Workshop. While our students are experiencing growth, more than half of our students are not at grade level proficiency.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>We provide a plethora of extracurricular activities for students. There are afterschool opportunities for students in K-5. Karate, Math and Reading Clubs, Folkloric Dance, Jewelry Making, Starting a Business, Games Club, lego robotics, choir, drama, yoga were all programs offered to students. SES and sports programs are also available to students.</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
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Students take the NWEA MAP assessment which measures their achievement in relation to grade level expectations. The school is working to involve students and families more fully in the assessment process.</p>	
	College & Career Admissions and Affordability ----->			
<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> 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. 	N/A		
Transitions ----->			3	
<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (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. 	<p>We hold early registration for Kindergarten parents. Additionally, we have developed a partnership with our feeder school Velma Thomas and we have hosted two transition meetings for their families. Families we able to visit classrooms and have a question and answer session with the principal. Currently, grade level teams are planning and preparing for our Step Up Day. Students will have an opportunity to meet their teacher for the next school year and teachers will give them summer packets, discuss expectations and get an initial oppportunity to meet their students.</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
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>We are very intentional about the allocation of school funds. We solicit feedback from teachers and the LSC when determining how to allocate funds. We need to improve on looking to partnering with outside organizations, but we have created relationships with many community business and organizations. For example, we had several local buisness donate to our Mother/Son dance. Additionally, we applied for a grant through an organization that provides funding for additional resources to be brought into the school.</p>	
	Building a Team ----->			3
<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. 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. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>We have a multi step interview process which includes demonstration lessons, interviews with the principal and AP as well as clerical staff, the counselor and grade level teams. Recently we hired a part time tutor after her she student taught in a 4th grade classroom. We have established relationships with subs who demonstrate that they are a good fit with out school's mission. The subs, become potential candidates if a position opens.</p>		
Use of Time ----->			3	
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>In our current schedule, teachers have common planning time every day. Our schedule is based on student needs and school wide growth goals. For example, the Literacy block is protected and uninterrupted. Struggling students receive structured intervention in dedicated blocks. Students are pulled out for thirty minutes each day. We were intentional in making sure that students are not pulled out during their reading block.</p>		

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

Greene school will maximize the potential of every student including those students with disability and ELLs by providing quality learning experiences that will insure that students become literate, mathematically and technologically competent, self-confident individuals who work successfully and cooperatively to their ultimate goals in life and contribute productively to society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Implement Units of Study in Literacy that are aligned to the Common Core, informed by ongoing assessment and data analysis, and address the diverse learning needs of all Greene readers.	We have implemented balanced literacy K-5 this year. However, we now need to insure that our curriculum is aligned to the Common Core in Reading, as well as Writing, and that we are utilizing the data we are generating on our students to inform our small group instruction so that we can continue to raise the percentage of students that are reading and writing at grade level.
2	Create and implement Units of Study in Math that are aligned to the Common Core, informed by ongoing assessment and data analysis, and address the diverse learning needs of all Greene mathematicians.	We have begun to integrate the Workshop model into Math. However, we need to continue to insure that our curriculum is aligned to the Common Core in Math and that we are utilizing the data we are generating on our students to inform our small group instruction so that we can continue to raise the percentage of students that are doing math at grade level.
3	Develop a clear, consistent, coherent approach to ELL instruction that is differentiated, effectively leverages native language ability, is informed by ongoing assessment and data analysis, and reflects best practices in bilingual instruction.	Our ELL students continue to struggle to meet grade level expectations in reading. We have begun to utilize EL Achieve as a curriculum specifically to support our students' acquisition of English. However, the implementation of EL Achieve needs to be consistently implemented, supported by time and resource allocation. In addition, our ELL students bring an incredible resource in their native language - a resource that, if properly developed, can support students' acquisition of English.
4	Develop a vertically-aligned scope and sequence in Science at each grade level and increase opportunities for students to engage in scientific inquiry.	With our focus on Reading and Math, admittedly Science has not received the attention it deserves. As a first step to supporting our students' success in Science we will develop a curricular scope and sequence in Science that integrates inquiry based instruction critical to helping students prepare for the more performance based assessments associated with the Common Core.

5	Increase parental understanding of the importance of the role that parents play in supporting their child's development and create additional resources to help parents assume a more active role in their child's academic and social/emotional development.	Our long-term goal for our students is that they become life-long readers, mathematicians, and scientists. This goal cannot be achieved unless students see their growth in these areas as a priority both at school and at home. Aligning home/school expectations and resources is a critical component in supporting both long-term student success as well as countering the effects of short term learning loss during extended breaks from school.
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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
Implement Units of Study in Literacy that are aligned to the Common Core, informed by ongoing assessment and data analysis, and address the diverse learning needs of all Greene readers.	We have implemented balanced literacy K-5 this year. However, we now need to insure that our curriculum is aligned to the Common Core in Reading, as well as Writing, and that we are utilizing the data we are generating on our students to inform our small group instruction so that we can continue to raise the percentage of students that are reading and writing at grade level.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assessment of Classroom Libraries to determine what books are needed for a diverse population of readers. (Genres and levels).	Instructional Materials	All	Grade Level Teams, Administration, ILT, Chicago Literacy Group	Summer 2012	Quarter 1	On-Track	
Teachers receive professional development on Common Core aligned Lucy Calkins Units of Study	Professional Development	All	Grade Level Teams, Administration, ILT, Chicago Literacy Group	Quarter 4	Summer 2012	On-Track	
Teachers receive professional development on implementing Writing Units of Study	Instruction	All	Grade Level Teams, Administration, ILT, Chicago Literacy Group	On-going	On-going	On-Track	
Writing: "Authors in the Classroom"- an initiative to develop and enhance students' writing skills.	Instruction	All	Grade Level Teams	On-going	On-going	On-Track	
Implementing a writing achievement award to complement the reading life award	Instruction	All	Librarian and Grade Level Teams	On-going	On-going	On-Track	
Assessment of books sets for inquiry based learning and book clubs	Instructional Materials	All	Grade Level Teams and Administration	Quarter 4	Summer 2012	On-Track	



Strategic Priority 1

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
Create and implement Units of Study in Math that are aligned to the Common Core, informed by ongoing assessment and data analysis, and address the diverse learning needs of all Greene mathematicians.	We have begun to integrate the Workshop model into Math. However, we need to continue to insure that our curriculum is aligned to the Common Core in Math and that we are utilizing the data we are generating on our students to inform our small group instruction so that we can continue to raise the percentage of students that are doing math at grade level.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Align 1st and 2nd quarter curriculum maps, pacing guides, assessments and rubrics to Common Core Standards	Instruction	All	Grade Level Teams and ILT	Quarter 4	Summer 2012	On-Track	
Implementation of Math Workshop (a differentiated approach to Math instruction)	Instruction	All	Administration, Grade Level Teams	Quarter 4	On-going	On-Track	
Assessment of classroom math manipulatives and games	Instructional Materials	All	Grade Level Teams and ILT	Quarter 4	Summer 2012	On-Track	
Review NWEA data and student performance tasks to determine instructional level of students	Instruction	All	Grade Level Teams and ILT	Quarter 4	On-going	On-Track	



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
Develop a clear, consistent, coherent approach to ELL instruction that is differentiated, effectively leverages native language ability, is informed by ongoing assessment and data analysis, and reflects best practices in bilingual instruction.	Our ELL students continue to struggle to meet grade level expectations in reading. We have begun to utilize EL Achieve as a curriculum specifically to support our students' acquisition of English. However, the implementation of EL Achieve needs to be consistently implemented, supported by time and resource allocation. In addition, our ELL students bring an incredible resource in their native language - a resource that, if

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
K-2 Second Grade Teachers assess students in their native language using the Fountas and Pinnell Benchmark Assessment, use data to inform instruction.	Instruction	English Language Learners	Bilingual Lead Teacher and K-2 Teachers	On-going	On-going	On-Track	
Meet the needs of ELLs at their level through guided reading in their native language.	Instruction	English Language Learners	Bilingual Lead Teacher and K-2 Teachers	On-going	On-going	On-Track	
Explicit vocabulary development during Writers Workshop so they can access the content in English .	Instruction	English Language Learners	Bilingual Lead Teacher and K-2 Teachers	On-going	On-going	On-Track	
Expanding EL Achieve (covers content area instruction, including scienc, socialstudies and oral and written communication skills) to grade levels K-4	Instruction	English Language Learners	Bilingual Lead Teacher and K-2 Teachers	On-going	On-going	On-Track	



Strategic Priority 3

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

Develop a vertically-aligned scope and sequence in Science at each grade level and increase opportunities for students to engage in scientific inquiry.

Rationale

With our focus on Reading and Math, admittedly Science has not received the attention it deserves. As a first step to supporting our students' success in Science we will develop a curricular scope and sequence in Science that integrates inquiry based instruction critical to helping students prepare for the more performed based assessments associated with the Common Core.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assessment of nonfiction books in classroom libraries to support science reading.	Instructional Materials	All	Grade Level Teams	On-going	Quarter 1	On-Track	
Grade Level Teams Collaborate to develop science scope and sequence	Instruction	All	Grade Level Teams	Quarter 1	Quarter 2	Behind	
Develop and review assessments and rubrics	Instruction	All	Grade Level Teams	Quarter 1	Quarter 2	Behind	
Create a schedule for use of science lab and laptop cart	Instructional Materials	All	Grade Level Teams	Summer 2012	Summer 2012	On-Track	
Develop a science committee	Instruction	All	Grade Level Teams	Summer 2012	On-going	On-Track	



Strategic Priority 5

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
Increase parental understanding of the importance of the role that parents play in supporting their child's development and create additional resources to help parents assume a more active role in their child's academic and social/emotional development.	Our long-term goal for our students is that they become life-long readers, mathematicians, and scientists. This goal cannot be achieved unless students see their growth in these areas as a priority both at school and at home. Aligning home/school expectations and resources is a critical component in supporting both long-term student success as well as countering the effects of short term learning loss during extended breaks from

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Creating a welcoming environment for students and parents.	Other	All	All Staff	On-going	On-going	On-Track	
Strengthening the home school connection. Provide workshops for parents with a focus on supporting academic achievement at home.	Parental Involvement	All	Administration and designated staff	On-going	On-going	On-Track	
Support learning experiences outside of the classroom.	Parental Involvement	All	Administration and designated staff	On-going	On-going	On-Track	
Provide workshops that focus on parenting, discipline and character.	Parental Involvement	All	Administration and designated staff	On-going	On-going	On-Track	
Provide gatherings for family nights such as: game and movie nights, in addition to curriculum nights (reading, math, science and a world fair).	Parental Involvement	All	All Staff	On-going	On-going	On-Track	
Create a schoolwide incentive program for attendance, parent participation, reading log, homework and intercession packet completion.	Parental Involvement	All	Administration and Student Incentive Committee	On-going	On-going	On-Track	



Strategic Priority 5
