CIWP

2012-2014 Continuous Improvement Work Plan

Wendell E Green Elementary School

Rock Island Elementary Network

1150 W 96th St Chicago, IL 60643

ISBE ID: 150162990252048

School ID: 610032

Oracle ID: 24131

CHICAGO PUBLIC SCHOOLS | CPS
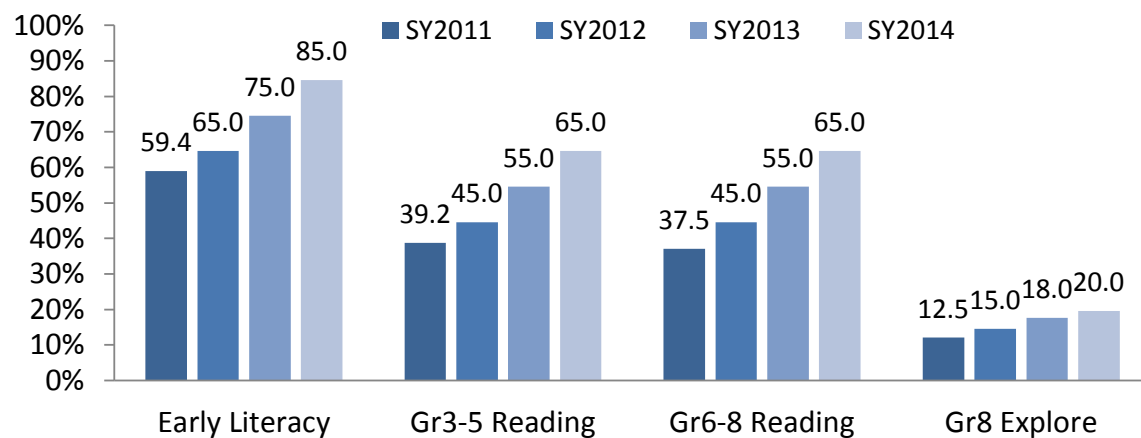
Mission Statement

The Village Green will educate the total child by providing inquiry based, higher order thinking labs, infused with multiple opportunities of written and verbal communication. Peer collaboration will be highlighted as it is essential in problem solving, group dynamics, and interpersonal relationships. Additionally, not only must students have challenging, real world text to read, but also to think/reflect about, and respond to in written and verbal form.
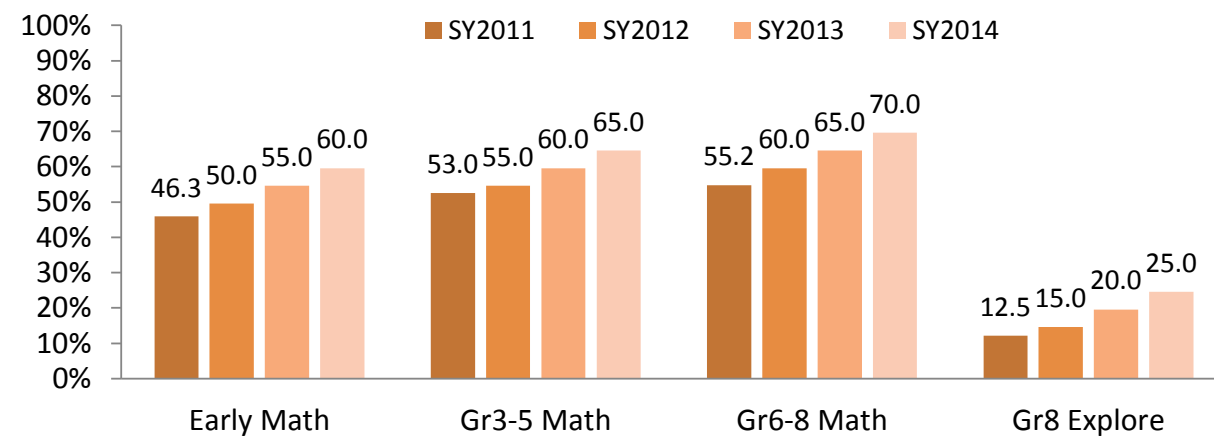
Strategic Priorities

1. Core Instructional Program/Language Arts Instruction- Students will have ample and varied opportunites to communicate with others in the 21st century environment. CCSS has strands to specifically address these areas.

2. Core Instructional Program/Mathematics and Science Instruction- Our students will use problem solving, communication, and reasoning by integrating the mathematical concepts of CCSS across the curriculum areas in real-world situations.

3. Professional Learning Systems- Teachers will engage in on-going professional development as we implement CCSS in language arts and mathemetics. Time will be alloted to teachers to create common unit and thematic planning across the curriculum.

4. Response to Intervention / Special needs- Teachers will meet at grade level meetings and discuss student performance data and what instructional changes are needed. Teachers will include parents and other personnel as needed (this can include administration and other members of the RTI team).

5. Parental / Community Relations- We will continue to publicize the great successes that students have accomplished over the years. Our goal is for parents and community to take ownership of the school and celebrate our achievements.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	59.4	65.0	75.0	85.0
Gr3-5 Reading	39.2	45.0	55.0	65.0
Gr6-8 Reading	37.5	45.0	55.0	65.0
Gr8 Explore	12.5	15.0	18.0	20.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	46.3	50.0	55.0	60.0
Gr3-5 Math	53.0	55.0	60.0	65.0
Gr6-8 Math	55.2	60.0	65.0	70.0
Gr8 Explore	12.5	15.0	20.0	25.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

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:	Wendell E Green Elementary School

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Tyrone Dowdell	Principal
Yazmin Mitchell-Tarleton	Assistant Principal
LaTricia Baker-Tall	Classroom Teacher
Nichole Mullen	Classroom Teacher
Michelle Sarich	Classroom Teacher
Cassandra Smith	Classroom Teacher
Rose Waller	Classroom Teacher
Mr. James Pruitt	LSC Member
Ms. Brown	LSC Member
Mr. Marcus Mason	LSC Member

CIWP

2012-2014 Continuous Improvement Work Plan

Wendell E Green Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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	59.4	65.0	75.0	85.0		**Early Math** % of students at Benchmark on mClass	46.3	50.0	55.0	60.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	39.2	45.0	55.0	65.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	53.0	55.0	60.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	72.6	75.0	77.0	80.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	63.5	65.0	70.0	75.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	37.5	45.0	55.0	65.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	55.2	60.0	65.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	67.5	75.0	77.0	80.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	59.8	65.0	70.0	75.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	12.5	15.0	18.0	20.0		**Explore - Math** % of students at college readiness benchmark	12.5	15.0	20.0	25.0

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.9	95.0	96.0	97.0	Misconducts Rate of Misconducts (any) per 100	20.1	10.0	8.0	5.0

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
ISAT - Reading % of students meeting or exceeding state standards	79.2	92.0	92.0	92.0		ISAT - Reading % of students exceeding state standards	15.7	20.0	25.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	89.9	92.0	92.0	92.0		ISAT - Mathematics % of students exceeding state standards	25.8	30.0	35.0	40.0
ISAT - Science % of students meeting or exceeding state standards	73.5	80.0	85.0	85.0		ISAT - Science % of students exceeding state standards	5.9	10.0	15.0	20.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->		2
DIMENSION 1:Leadership	• 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.	• 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.	Each teacher at Wendell Green has clearly identified which students need to be given an extra push in terms of instruction and intervention in order to move them from "does not meet" to the "meets" category on the ISAT as well as move students from the "meets" to "succeeds" category. This is wide spread and done at the beginning of the year. All teachers' access and use the data from the Scantron assessment but only some teachers give their students numbers that they want to work towards. Many teachers use the worksheets and teacher created assessments found on the Ed Performance website to help guide instruction but it is not consistent throughout the grade levels. We scored a 2 in this	
	Principal Leadership	-->		2
	• 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.	• 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.	The professional development activities at Green are closely linked to what is happening in teacher team meetings. Information that teachers receive from outside trainings is shared at morning staff meetings and full professional development days. We scored a 2 because we feel that our school does not consistently hold teachers and students accountable for college and career readiness. In addition, it was identified that Green could benefit from support in this area since we received an mScore of 18 on the My School, My Voice survey. Fifty-six percent of families responded unfavorably when asked questions about children's safety during the day at the playground and park and several questions that asked about their opinions about the adults in the neighborhood. Our school would like assistance in this area in order to develop human and social resources in the community. Although the principal makes an effort to communicate with parents more activities could bring the parents into the school for occasions beyond report card pick up and open house at the beginning of the year.	

Date Stamp November 22, 2012

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
Teacher Leadership	-->		**2**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	After review of the teams within the school we found that the same people are on multiple teams so we scored a "2" because many of the core group of teachers performs nearly all leadership duties in the school. Although all teachers are encouraged to join a variety of groups only a handful of teachers step up to fill those spots. Our school will make an effort to extend these opportunities to all teachers and to examine why some teachers may be reluctant to join the committees. In addition, we offer robust professional development activities but there is an inconsistency in implementing those learned strategies and relying on one another's expertise. Many teachers will ask for assistance when help is needed but on a whole, teachers lack equity in voice in ILT meetings and whole staff meetings.	

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
Instructional Leadership Team (ILT)	--->		**3**
• 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.	• 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	Our instructional team is made up of a wide variety of all groups within the school with attention to various grade levels and is inclusive of the special education department and case manager. The ILT analyzes student data and helps guide decisions for classroom teachers. Meetings are inconsistent and need to focus more on helping teachers with their classroom goals and priorities. Data is analyzed but not necessarily shared right away with classroom teachers, usually done at the next staff pd session. The ILT has limited input in the day to day operations of the school and focuses most of the time on improving teaching.	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	Data is consistency reviewed and encouraged at all pd sessions, both early morning staff meetings and full day sessions. Many but not all teachers access and use the supportive documents available through Ed Performance.	

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 2: Core Instruction	*Curriculum*	-->		**2**
	• 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.	• 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.	Teachers use pacing charts given to them by the lead teachers. Each teacher will independently plan their instruction with a few teachers working in pairs across grade levels. There is little differentiation of instruction dependent of each learners needs beyond ability grouping and targeting skills in this type of setting.	
	Instructional materials	-->		**3**
	• 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.	• 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).	The classroom instructional materials are clearly aligned to the standards with multi-level skill instructional levels for students with disabilities. Most teachers support material presented in the textbooks with outside resources. Most teachers access and use materials to help students gain the skills they are lacking as identified by the Scantron assessment.	

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.

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
Assessment	-->		**3**
• 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.	• 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.	Data is available to all teachers as soon as the data is available (immediately after assessment for Scantron and preliminary scores for ISAT by the end of the school year). The school provides data consistently but the data is inconsistently reviewed by all teachers in the school beyond the time allotted for professional development sessions. In addition, there are limited assessment accommodations and modifications for the various types of learners.	

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
Instruction	-->		**2**
• 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.	• 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.	Lessons are often determined by the sequence of the books in most classrooms. There are many opportunities for small group instruction in most classrooms. Scaffolding of learning is attempted in the majority of classrooms but not in all settings. Communication of the learning objective is consistent and the learning is consistently aligned to the standards but teachers inconsistently use high and low level questioning to assess student learning and understanding. Results from the My School, My Voice survey states that Green has a strong academic engagement as reported by 60% of the students surveyed. In addition, on the same survey 58% of the students surveyed responded unfavorably to questions related to Inquiry Based science instruction which indicates that we need support in this area.	

Date Stamp November 22, 2012

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
Intervention	-->		**2**
• 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.	• 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.	School wide systems are not in place to identify students in need of intervention and methods and strategies are left to teacher discretion. We are in need of developing strategies that can be used in all grade levels and can be adapted to meet the needs of all students.	
Whole staff professional development	-->		**2**
• 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.	• 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.	Teachers report that there is whole staff learning with setting an agenda and a clear PD focus plan but that there is lack of follow up (continue effectiveness of…, things fall off). Staff believes that this area could be improved. Teachers report that the leader of the professional development keeps a follow up binder and that they will sometimes revisit those concepts at the next professional development to further explore the topic. The staff would like to develop the next year's school calendar with dates for assessments, fairs, trips, graduations and other important changes to the daily schedule so they can plan their academic instruction around these interruptions. Staff reported that mandatory professional	

Professional Learning

Date Stamp November 22, 2012

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 3: I	*Grade-level and/or course teams*	--->		**2**
	• 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.	• 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.	Teachers report that there is no connection with the special education team. Teachers reported that they feel there's a disconnect between the case manager and the teachers and they are lacking information that they feel would make it easier to implement differentiated instruction to students with IEP's.	
	Instructional coaching	--->		**2**
	• 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.	• 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.	Teachers report there is no time for peer coaching. They also reported that plans are not followed. In addition personal help with other teachers is done individually and teachers lack clear expectations.	

Date Stamp November 22, 2012

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 4:Climate and Culture	***High expectations & College-going culture***	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	Although every teacher stresses the importance of all students being college and career ready though through their words and actions there is no actual intentional plan created. Students also lack opportunities for authentic leadership and chances for their voice to be heard.	
	Relationships	-->		**2**
	• 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.	• 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.	Students with disabilities are encouraged and welcomed in general education classrooms as defined by their IEP's. Student's home cultures are valued greatly. However, some parent and student interactions are inconsistent and expectations of student's behaviors vary. This is something that we need to address and work towards holding all students accountable to this expectation.	
	Behavior& Safety	-->		**2**
	• 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.	• 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.	Students behavioral discipline violations are handled consistently across the school and positive behavior supports are in place to reward positive student behavior. Occasionally the school environment is not conducive to student learning. Results from the My School, My Voice survey state that 53% of the students at Green responded unfavorably to safety issues at the school. We are in need of support in this area.	

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Wendell E Green Elementary School

CHICAGO
PUBLIC
SCHOOLS | CPS

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
	Expectations	-->		**3**
DIMENSION 5: Family and Community Engagement	• 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.	• 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.	The rating of a 3 is given because our school we are more than typical. The principal has scheduled and invited parents to the school on a few evenings as well as a monthly newsletter to refresh and inform them of the school expectations for each of the grade levels. The principal puts a strong emphasis on the expectations for the 7th and 8th graders. The emphasis is based on informing the parents and students about the importance of making decisions early and properly preparing for the decisions to be wise with great results. The teachers' piggy back off the principal's initiative to stress to the parents and students to importance of academics and the brighter futures that lay ahead of them if they strive for academic excellence.	
	Ongoing communication	-->		**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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 report that the Green school community as a whole deserved a school functioning described as typical, a score of a 2. The teachers report that they and other teachers occasionally get together to discuss challenges and successes but not frequently enough outside of report card pick up and staff development days. In addition, Teachers report that they have seen that all teachers are engaging with parents during report card pick up. Teachers	
	Bonding	-->		**3**
	• 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.	• 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.	There are multiple sport programs where parents and students have the opportunity to take advantage of being participants and spectators. Other examples are the "Winter Ball" and the annual Talent Show. These extra events give the children a chance to display their talents and have those talents viewed by others. Lastly, the Beta Club must be mentioned because of its excellence. Beta members are the students who are exceeding excellence in literacy and math. The Beta members are honored in front of their parents during various ceremonies.	

Date Stamp November 22, 2012

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
	Specialized support	--->		**2**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Specialized support is viewed as a 2 or typical. The school provides required services within the school building during school hours. There is a school nurse and other school specialists available at various times throughout the school day.	
	College & Career Exploration and election	--->		**2**
6: College and Career Readiness Supports	• Information about college or career choices is provided.	• 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.	Teachers report field studies for some students such as a trip to the Apple store, college visits and help with developing skills in resume writing.	
	Academic Planning	--->		**2**
	• 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.	• 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.	Teachers report that some students are participating in advanced programs such as project sincere and have applied to selective enrollment programs.	
	Enrichment & Extracurricular Engagement	--->		**4**
	• 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.	• 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.	Teachers report that Green has several sports programs that includes a wide range of sports and have academic competitions and the Beta Club	

Date Stamp November 22, 2012

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**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Teachers report that the intermediate and upper grade students prepare and participate in Explore practice test and selective enrollment practice test.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	Teachers report that there are only a few parent meetings at selected grade levels.	

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**
	• 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.	• 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.	Teachers report that there are plenty of opportunities to order resources on an as needed basis.	
	Building a Team	-->		**2**
	• 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.	• 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.	Course/Grade teams are intentionally designed based on teachers' strengths. Our school accepts and mentors prospective teachers during their student teaching and their information is kept on file for potential vacancies.	
	Use of Time	-->		**3**
	• 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.	• 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.	Teachers report that they have received schedules for common planning times and that schedules are adequately prepared to ensure common planning time. Teachers report that the school supports collective team meetings twice month.	

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

The Village Green will educate the total child by providing inquiry based, higher order thinking labs, infused with multiple opportunities of written and verbal communication. Peer collaboration will be highlighted as it is essential in problem solving, group dynamics, and interpersonal relationships. Additionally, not only must students have challenging, real world text to read, but also to think/reflect about, and respond to in written and verbal form.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Core Instructional Program/Language Arts Instruction- Students will have ample and varied opportunites to communicate with others in the 21st century environment. CCSS has strands to specifically address these areas.	Reading, writing, and speaking are the core of language development. There are very strong links between literacy, school performance, self-esteem, and life chances. The inability to read or write at a 12th grade level is a barrier for CPS high school seniors seeking college admissions. Reading in the content areas involves the use of prior knowledge to connect what students know to new information being presented. It is also requires an understanding that authors use patterns to organize their writing. When students are able to recognize these patterns, they can more readily comprehend the text, especially if they use a note taking strategy and a graphic organizer to help them frame their thinking.
2	Core Instructional Program/Mathematics and Science Instruction- Our students will use problem solving, communication, and reasoning by integrating the mathematical concepts of CCSS across the curriculum areas in real-world situations.	Mathematics is the foundation of science and technology. Everyone needs mathematics in order to function in society and the world of work. Mathematics is the foundation of science and technology. Mathematical literacy is important for all students to possess and apply. Our students will learn from a variety of teaching techniques and strategies which utilize all modes of learning, involving various resources, hands-on activities, audiovisual aides, and the use of computer technology and calculators. Our students will be prepared to function in a global society through the use of problem solving, communication, and reasoning by integrating the mathematical concepts across the curriculum areas in real-world situations.

3	Professional Learning Systems- Teachers will engage in on-going professional development as we implement CCSS in language arts and mathemetics. Time will be alloted to teachers to create common unit and thematic planning across the curriculum.	Professional development addresses essential questions concerning problems of practice, specifically related to teaching and learning. The goal of our professional development will be to provide on-going support to teachers as we implement CCSS in language arts and mathematics. Time will be alloted to teachers for common unit and thematic planning across the curriculum. The planning will dually address analyzing real time student data weekly and building teacher capacity with Common Core. Teacher capacity will be enhanced via ILT and Teacher Teams.
4	Response to Intervention / Special needs- Teachers will meet at grade level meetings and discuss student performance data and what instructional changes are needed. Teachers will include parents and other personnel as needed (this can include administration and other members of the RTI team).	Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions. Teacher feedback has indicated that an information gap exists between our special needs department and general ed classroom teachers. We don't currently share the same working knowledge of Tier 1, 2, and 3 supports with documentation supporting appropriate strategies to implement the interventions. Teachers will meet at grade level meetings and discuss student performance data and what instructional changes are needed. Teachers will include parents and other personnel as needed (this can include administration and other members of the RTI team).
5	Parental / Community Relations- We will continue to publicize the great successes that students have accomplished over the years. Our goal is for parents and community to take ownership of the school and celebrate our achievements.	Parental and community relations encompass work designed specifically to assist the development of understanding, respect and communication within our neighborhood. It can provide opportunities for issue based work to be developed at a co-operative level and on an on-going basis between stakeholders, which can in turn increase the possibility of people obtaining accurate information and the gradual development of mutual respect. We will continue to publicize the great successes that students have accomplished over the years. Our goal is for parents and community to take ownership of the school and celebrate our achievements.

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
Core Instructional Program/Language Arts Instruction- Students will have ample and varied opportunites to communicate with others in the 21st century environment. CCSS has strands to specifically address these areas.	Reading, writing, and speaking are the core of language development. There are very strong links between literacy, school performance, self-esteem, and life chances. The inability to read or write at a 12th grade level is a barrier for CPS high school seniors seeking college admissions. Reading in the content areas involves the use of prior knowledge to connect what students know to new information being presented. It is also requires an

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a schedule that allows for a daily writing block with special consideration of CCSS and the longer school day.	Instruction	All	Asst. Principal	Summer 2012	Summer 2012		
Create school wide themed units in 5 week blocks. This will yield 8 themes for the school year. Social Studies and Science will be embedded under the Literacy Anchor Strands of Common Core.	ILT/ Teacher Teams	All	Teacher Teams	Summer 2012	Summer 2012		
Introduce Common Core and its Instructional Shifts in May - June 2012. Begin school wide training for for Common Core implementation in Summer 2012.	ILT/ Teacher Teams	All	Principal, CC Teacher Leaders	Summer 2012	Summer 2012		
Introduce R.E.A.C.H. in May - June 2012. Implementation of CPS Teaching Framework (Danielson Adaptation) that will adjust teachrs' classroom instruction to allow students to engage with difficult text, converse with peers, and communicate in written and verbal form.	ILT/ Teacher Teams	All	Principal, CC Teacher Leaders	Summer 2012	On-going		
Pass current grade level texts to the grade below (Example - 8th grade teacher passes textbooks to 7th grade teacher). Provide students with more difficult texts with current resources in building. Research internet for 9th grade texts for 8th graders.	Instructional Materials	All	Teacher Teams	Summer 2012	On-going		
College Readiness - Year long Explore preparation cuminating with partnership at IIT for Saturday School participation. (Grade 8).	After School/ Extended Day	Other student group	Principal, 8th grade teachers	Quarter 1	On-going		
College Readiness - Selective Enrollment /Saturday Academy participation at IIT (Grade 7).	After School/ Extended Day	Other student group	Principal, 7th grade teachers	Quarter 1	Quarter 2		

Strategic Priority 1

College Readiness - Re-name all rooms and classrooms through out the school to expand College Awareness and set an expectation of preparing for college. (Example 1st Floor - Universities in the City. 2nd floor - Universities in the State. 3rd floor - HBCUs.)	Other	All	Principal; entire staff	Summer 2012	Summer 2012		
Continue implementation of Writers' Workshop and preparation for DWWA.	Instruction	All	Teachers	Quarter 1	On-going		

CIWP

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
Core Instructional Program/Mathematics and Science Instruction- Our students will use problem solving, communication, and reasoning by integrating the mathematical concepts of CCSS across the curriculum areas in real-world situations.	Mathematics is the foundation of science and technology. Everyone needs mathematics in order to function in society and the world of work. Mathematics is the foundation of science and technology. Mathematical literacy is important for all students to possess and apply. Our students will learn from a variety of teaching techniques

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Allocate funding to incorporate Project Syncere into our weekly schedule. Provide opportunities for hands-on, interactive, real life learning situations. Allow peer groups to analyze problems and create solutions.(Grades 4 & 7).	Instruction	Other student group	Principal, LSC	Quarter 1	On-going		
Create school wide themed units in 5 week blocks. This will yield 8 themes for the school year. Science will have a heavy focus with hands-on learning experience in Art Class (C.S.I.).	Instruction	All	Principal	Summer 2012	On-going		
College Readiness - Year long Explore preparation cuminating with partnership at IIT for Saturday School participation. (Grade 8).	After School/ Extended Day	Other student group	Principal, 8th grade teachers	Quarter 1	On-going		
Create schdule to allow 90 minutes of math daily. Allow for writing opportunities in math daily, not simply on 'Extended Response" day.	Instruction	All	Teachers	Quarter 1	On-going		
Continue with departmental classes that allow 'looping' grades 3-4, 5-6, 7-8.	Instruction	All	Teachers	Quarter 1	On-going		

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
Professional Learning Systems- Teachers will engage in on-going professional development as we implement CCSS in language arts and mathematics. Time will be alloted to teachers to create common unit and thematic planning across the curriculum.	Professional development addresses essential questions concerning problems of practice, specifically related to teaching and learning. The goal of our professional development will be to provide on-going support to teachers as we implement CCSS in language arts and mathematics. Time will be alloted to teachers for common unit and thematic planning across the curriculum. The planning will dually address analyzing real time student data

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Introduce Common Core and its Instructional Shifts in May - June 2012. Begin school wide training for for Common Core implementation in Summer 2012.	ILT/ Teacher Teams	All	Principal, CC Teacher Leaders	Summer 2012	Summer 2012		
Introduce R.E.A.C.H. in May - June 2012. Implementation of CPS Teaching Framework (Danielson Adaptation) that will adjust teachrs' classroom instruction to allow students to engage with difficult text, converse with peers, and communicate in written and verbal form.	ILT/ Teacher Teams	All	Principal, CC Teacher Leaders	Summer 2012	On-going		

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	Rationale
Response to Intervention / Special needs- Teachers will meet at grade level meetings and discuss student performance data and what instructional changes are needed. Teachers will include parents and other personnel as needed (this can include administration and other members of the RTI team).	Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions. Teacher feedback has indicated that an information gap exists between our special needs department and general ed classroom teachers. We don't currently share the same working knowledge of Tier

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In June 2012, Special Needs Department, with supporting ancillary staff, will hold RtI informational with general education teachers to preview expectations as we prepare for Fall 2012	ILT/ Teacher Teams	All	Case Manager & Assistant Principal	Summer 2012	Summer 2012		
In June 2012, primary staff will have articulation meeting when Dibels and mClass assessment are complete, to identify students that need highest level of intervention in September 2012.	ILT/ Teacher Teams	All	Principal, Primary Teachers	Summer 2012	Summer 2012		
In August 2012, upon our return to school, Special Needs Dept. will again hold workshop concerning the implementation of RtI with general education teachers.	ILT/ Teacher Teams	All	Case Manager & Assistant Principal	Quarter 1	Quarter 1		
Special Needs Dept and Primary Dept. will meet to identify students in need of intervention and steps for documenting interventions will be detailed.	ILT/ Teacher Teams	Other student group	Princiapl, Case Manager, Asst. Principal, Primary Teachers	Quarter 1	Quarter 1		
In October 2012, once Dibles and mClass assessments are complete, embedded RtI strategies in "My Sidewalks" and Burst will be implemented.	Instruction	Other student group	Classroom Teachers	Quarter 1	On-going		
Mid October, after 6 weeks of instruction and 5th week progress reports are distributed, Special Needs Dept will meet with primary teachers to analyze implmentation of RtI process and it documentation.	ILT/ Teacher Teams	Other student group	Princiapl, Case Manager, Asst. Principal, Primary Teachers	Quarter 1	Quarter 1		
Mid November, after 11 weeks of instruction and 1st quarter report cards are distributed, Special Needs Dept will meet with primary teachers to analyze implmentation of RtI process and it documentation.	ILT/ Teacher Teams	Other student group	Princiapl, Case Manager, Asst. Principal, Primary Teachers	Quarter 2	Quarter 2		

Strategic Priority 4

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
Parental / Community Relations- We will continue to publicize the great successes that students have accomplished over the years. Our goal is for parents and community to take ownership of the school and celebrate our achievements.	Parental and community relations encompass work designed specifically to assist the development of understanding, respect and communication within our neighborhood. It can provide opportunities for issue based work to be developed at a co-operative level and on an on-going basis between stakeholders, which can in turn increase the possibility of people obtaining accurate information and the gradual development of mutual

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Have Opening Picnic in August with Boys & Girls Club. Invite community, local schools, and churches to participate.	Parental Involvement	All	Principal	Summer 2012	Summer 2012		
Annual Open House with financial incentives for parental participation.	Parental Involvement	All	Principal	Quarter 1	Quarter 1		
Fall Festival - Invite schools and commintites.	Parental Involvement	All	staff	Quarter 2	Quarter 2		
Christmas Poetry Slam - Parterning with King H.S. and Poets Society	Parental Involvement	All	staff	Quarter 2	Quarter 2		
Trinity All Nations - Social Emotional Learning / suspension prevention program	Parental Involvement	All	Principal	Quarter 1	On-going		
ISAT Parent Breakfast	Parental Involvement	All	Principal and staff	Quarter 3	Quarter 3		
Mid Year and End of Year Awards / Parent Meetings	Parental Involvement	All	Principal	Quarter 2	Quarter 4		
Increase grade level meeting with parents as opposed to whole school meetings. Meetings this year has proven that parents are more active participants with their child's teacher.	Parental Involvement	All	staff	Quarter 1	On-going		

Strategic Priority 5