



## 2012-2014 Continuous Improvement Work Plan

### Walter L Newberry Math & Science Academy ES

Fullerton Elementary Network

700 W Willow St Chicago, IL 60614

ISBE ID: 150162990252371

School ID: 610095

Oracle ID: 29231



#### Mission Statement

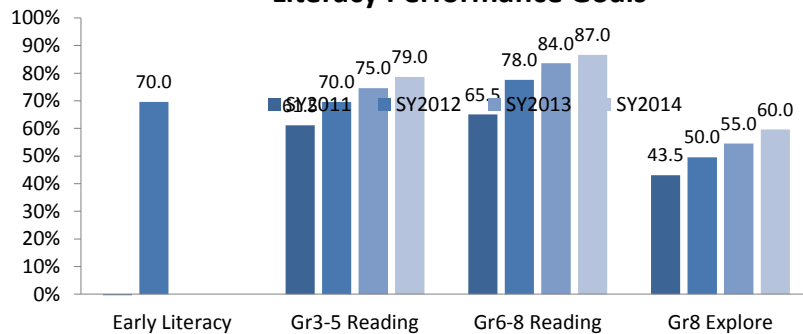
Newberry Math & Science Academy prepares students from diverse backgrounds for college and career through a rigorous and integrated curriculum. At our school, differences are celebrated. We nurture children by balancing the academic and social aspects of learning so as to prepare them to envision their place in the world. To that end, we teach, develop, and heighten the social engagement skills and strategies necessary for learning to take place.

#### Strategic Priorities

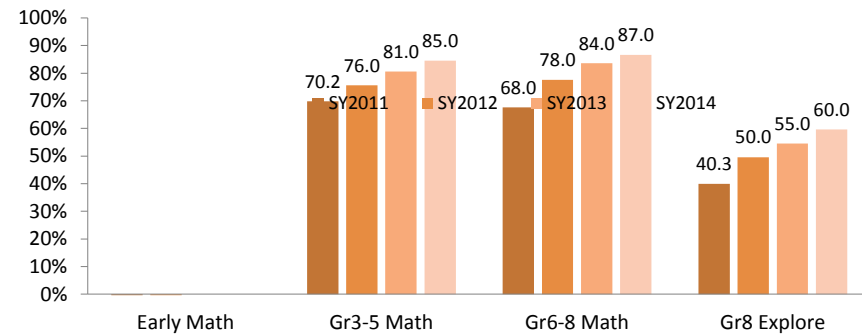
1. Teachers will nurture relationships with students around the content in ways that make differentiation for transformative and accelerated students part of the everyday process.
2. Strengthen curricular integration across all domains in alignment with CCSS.
3. The school and PTO will work together to increase and sustain parent involvement.

#### School Performance Goals

##### Literacy Performance Goals



##### Math Performance Goals





## Continuous Improvement Work Plan 2012 - 2014



### Overview

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

### School Name

To get started, please select your school's name from the drop down list:

Walter L Newberry Math & Science Academy ES

### Developing a CIWP Team

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

### CIWP Team

Name (Print)	Title/Relationship



## Elementary Goal Setting

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

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	NDA	70.0				<b>Early Math</b> % of students at Benchmark on mClass	NDA	?	
<b>3rd - 5th Grade</b>									
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	61.5	70.0	75.0	79.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	70.2	76.0	81.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	57.5	70.0	76.0	79.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	66.9	70.0	74.0
<b>6th - 8th Grade</b>									
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	65.5	78.0	84.0	87.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	68.0	78.0	84.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	59.3	75.0	82.0	86.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	61.1	75.0	82.0
<b>8th Grade</b>									
<b>Explore - Reading</b> % of students at college readiness benchmark	43.5	50.0	55.0	60.0		<b>Explore - Math</b> % of students at college readiness benchmark	40.3	50.0	55.0



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	95.1	97.0	97.2	97.4					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	2.1	2.0	1.9	1.7

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	85.0	88.0	92.0	93.0		<b>ISAT - Reading</b> % of students exceeding state standards	35.9	47.0	52.0	55.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	91.6	92.0	93.0	94.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	46.2	63.0	71.0	74.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	85.3	87.0	90.0	94.0		<b>ISAT - Science</b> % of students exceeding state standards	25.6	32.0	36.0	40.0

## School Effectiveness Framework

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DIMENSION 1: Leadership

Typical School	Effective School	Evidence	Evaluation
<b>Goals and theory of action</b> ----->			<b>3</b>
<ul style="list-style-type: none"><li>• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li><li>• The school has a plan but may have too many competing priorities.</li></ul>	<ul style="list-style-type: none"><li>• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li><li>• The school has established a clear theory of action or strategic plan that outlines the school’s priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li></ul>	<ol style="list-style-type: none"><li>1) School has a Theory of Action developed and is being implemented.</li><li>2) Three-Year Plan that outlines priorities.</li><li>3) Students are aware of individual MAP growth goals.</li><li>4) The school has been provided with clear and measurable goals for student achievement aimed at narrowing the achievement gap and ensuring college and career readiness.</li></ol>	
<b>Principal Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"><li>• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li><li>• Principal monitors instructional practice for teacher evaluations.</li><li>• School-wide or class specific vision is not consistently focused on college and career readiness..</li><li>• Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li></ul>	<ul style="list-style-type: none"><li>• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li><li>• Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li><li>• Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li><li>• Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li></ul>	<ol style="list-style-type: none"><li>1) Professional Learning Communities provide opportunities for growth and to develop professionally.</li><li>2) Principal observes instructional practice for teacher evaluation.</li><li>3) School-wide vision is beginning to encompass college and career readiness.</li><li>4) Families are aware of and are encouraged to attend school-wide curriculum events.</li><li>5) Administrative team monitors data and meets with individual teams regarding instructional practices and response to information provided through assessment.</li></ol>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>-Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<ol style="list-style-type: none"> <li>1) A core group of teachers perform leadership duties in the school and contribute to the majority of the decision-making at the ILT and teacher team level.</li> <li>2) It is an administrative expectation that all teachers participate in a PLC.</li> <li>3) Teachers have equity of voice and are encouraged to share learning about effective practice from professional development.</li> </ol>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>3</b>
<ul style="list-style-type: none"><li>• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li><li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li><li>• The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li><li>• ILT engages in changes to practice in response to voiced concerns.</li><li>• ILT analyzes student test data if new data is available.</li></ul>	<ul style="list-style-type: none"><li>• The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li><li>• The ILT leads the work of improving teaching and learning school-wide</li><li>• The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching.</li><li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus.</li><li>• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li><li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly</li></ul>	<ol style="list-style-type: none"><li>1) The Newberry ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li><li>2) ILT organizes some whole-staff professional development activities.</li><li>3) ILT analyzes data as new data are made available.</li><li>4) The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li><li>5) The ILT engages in reflection about its own team processes and effectiveness and works to improve its functioning and progress towards school-wide goals.</li><li>6) Communication between the ILT and whole-staff is limited.</li></ol>	
<b>Monitoring and adjusting</b> ----->			<b>3</b>
<ul style="list-style-type: none"><li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li></ul>	<ul style="list-style-type: none"><li>• The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li></ul>	<ol style="list-style-type: none"><li>1) Ongoing data meetings occur.</li><li>2) Data is analyzed as new reports are made available.</li><li>3) Data is used to direct and differentiate classroom instruction.</li><li>4) Data analysis may be used to direct and differentiate classroom instruction.</li></ol>	

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Typical School		Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<ol style="list-style-type: none"> <li>Curriculum pacing / scope and sequence is most often determined by the pacing in Everyday Math, Fountas &amp; Pinnell Continuum, Lucy Calkins Units of Study, Jolly Phonics, and FOSS/STC/IES/SEPUP materials.</li> <li>Texts used for instruction expose all students to grade-appropriate levels of complexity and informational texts are connected to CCSS-recommended levels according to grade bands.</li> <li>ILT members have attended network ILT training and have reported back to entire staff regarding implementation of CCSS.</li> <li>Administrative team has provided initial professional development to teachers regarding utilizing Bloom's Revised Taxonomy as it pertains to CCSS implementation.</li> <li>All teachers participated in creating one interdisciplinary unit of study with a grade level colleague.</li> <li>School-based RtI team has collaborated with classroom teachers to have students in need of extra supports identified. Designated staff members have provided extra supports to students in Tier 2.</li> </ol>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<ol style="list-style-type: none"> <li>Grades 4-6 Social Studies instructional materials appear to be in need of updating.</li> <li>Consistency of instructional materials between teachers of the same grade is in place.</li> <li>Instructional materials are provided to classrooms as requested.</li> <li>Informational texts are needed in the content areas.</li> </ol>	
<b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a> . While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ol style="list-style-type: none"> <li>1) Each grade level, 2-8, level administers the required NWEA-MAP assessment three times per year.</li> <li>2) Data is available to all who need it.</li> <li>3) Data sessions initiated by administration occur each semester.</li> <li>4) Administrative directives from the network regarding data analysis and planning is completed and utilized.</li> <li>5) Assessment modifications and accommodations are in place based on students with disabilities and ELL status.</li> <li>6) Inconsistent use of data is evident across some grade levels and/or subject areas.</li> <li>7) STEP Assessment is implemented three times per year in grades Kindergarten through Third.</li> <li>8) Administrative team has communicated with all Language Arts teachers on the need to develop coherent school-wide benchmarking best practices for the upcoming school year.</li> </ol>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<ol style="list-style-type: none"> <li>1) School staff have heightened their awareness of the need to utilize Bloom's Revised Taxonomy as it pertains to questioning.</li> <li>2) iPad technology has been implemented across Science classes.</li> <li>3) Teachers meet monthly according to content area disciplines.</li> <li>4) Teachers are asked to design differentiated approaches to learning according to below-, at-, and above-level strategies.</li> <li>5) Questioning is more heavily aimed at assessing basic student understanding and comprehension. However, questioning continues to be more heavily aimed at assessing basic student understanding.</li> <li>6) In order to get to a better understanding and implementation of CCSS, continued PD in these two areas will help facilitate the paradigm shift.</li> </ol>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ol style="list-style-type: none"> <li>STEP and NWEA-MAP screening assessments are used to systematically identify skill gaps.</li> <li>Classroom teachers refer children for interventions by utilizing a referral document, which is then reviewed by teachers in the RtI team.</li> <li>RtI team works in conjunction with interventionists to determine which interventions can take place in or out of the classroom.</li> <li>Interventions include small group instruction and push-in support.</li> <li>The need exists for whole staff development of best practices within the literacy block so as to lend itself to the intervention process.</li> <li>The need exists to better understand how to use the Fountas &amp; Pinnell Benchmark Assessment kits across the whole school.</li> </ol>	
Professional Learning	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<ol style="list-style-type: none"> <li>Each professional development activity is aligned to the school's Three-Year Plan, presented at the beginning of the year.</li> <li>Professional Learning Communities meet on a monthly basis and use a guiding text as a focus for group learning.</li> <li>The need exists for closer monitoring of PLC group growth as it lends itself to the overall organization of the school.</li> <li>School-wide professional development is relevant and job-embedded.</li> </ol>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b>			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ol style="list-style-type: none"> <li>Content area department teams, in conjunction with special education providers, meet on a monthly basis, each focusing on aspects of teaching and learning.</li> <li>Many teachers collaborate weekly to create instructional plans and consider academic and/or behavior interventions.</li> <li>RtI team meets on a regular basis.</li> <li>Teacher teams (grade level, department, and co-teaching teams) share ownership for student learning.</li> <li>The need exists for grade bands to create common learning goals and assessments in order to measure student growth and acquisition of learning targets.</li> </ol>	
	<b>Instructional coaching</b>			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ol style="list-style-type: none"> <li>Teachers who are new to the school have been informally assigned to “mentor” teachers.</li> <li>No formal coaching plan is in place. Teachers need to have opportunity to observe in each other’s classroom.</li> <li>Through the implementation of the school-wide Three-Year Plan, teachers have been encouraged to seek out their own professional development based on their self-directed needs. Funding has been made available for this endeavor.</li> </ol>	

## 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.**

DIMENSION 4: Climate and Culture	Typical School	Effective School	Evidence	Evaluation
	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<ol style="list-style-type: none"> <li>Career Day activities, Spirit Week, college-based naming of middle school groups, and a college and high school motivational bulletin board all focus our school's college-bound expectation.</li> <li>Not all students are held to the same expectation standard.</li> <li>Development of a multi-tiered support system for students behavioral and social-emotional needs is needed.</li> </ol>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ol style="list-style-type: none"> <li>When surveyed, students do not report a high level of teacher-student trust.</li> <li>When surveyed, 66% of students report feeling that teachers expect them to do their best and to meet academic demands.</li> <li>Students with disabilities are engaged in the school community.</li> <li>Individual diversity and culture is valued.</li> <li>The school-wide Three-Year Plan highlighted administrative vision for improved teacher-student relationships.</li> </ol>	
	<b>Behavior &amp; Safety</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<ol style="list-style-type: none"> <li>Development of the Five Finger Values has lent itself to understanding of school-wide expectations and common vocabulary. Explicit SEL instruction to assist students in meeting expectations and to develop social emotional competencies is required.</li> <li>Opportunities to re-direct student behavior are not implemented consistently in all classrooms.</li> </ol>	

## School Effectiveness Framework

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DIMENSION 5: Family and Community Engagement

Typical School	Effective School	Evidence	Evaluation
<b>Expectations</b> ----->			<b>3</b>
<ul style="list-style-type: none"><li>Principal provides information to families on school performance in response to parent requests.</li><li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li><li>Families can learn about the transition process if they reach out to the school for information.</li></ul>	<ul style="list-style-type: none"><li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li><li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li><li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li></ul>	<ol style="list-style-type: none"><li>1) Annual school performance is clearly explained to parents via letters sent home.</li><li>2) Multiple modalities are used by the school to communicate with families: e-mail-blast, Tuesday Newsday letters and postings on the website.</li><li>3) Teachers provide information for families regarding overall expectations but its thoroughness is dependent upon the individual teacher.</li><li>4) The counselor provides information regarding high school transition.</li></ol>	
<b>Ongoing communication</b> ----->			<b>3</b>
<ul style="list-style-type: none"><li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li></ul>	<ul style="list-style-type: none"><li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child’s learning at home, but also so that school staff can learn from the families about their child’s strengths and needs.</li></ul>	<ol style="list-style-type: none"><li>1) Most teachers are proactive in their communication with parents regarding overall student progress.</li><li>2) Administration and counselor proactively engage in two-way communication with families to learn how to best support each other.</li></ol>	
<b>Bonding</b> ----->			<b>3</b>
<ul style="list-style-type: none"><li>The school has a business-like atmosphere.</li><li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li></ul>	<ul style="list-style-type: none"><li>The school establishes and non-threatening, welcoming environment.</li><li>The principal leads the work to empower and motivate families and community to become engaged.</li><li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li></ul>	<ol style="list-style-type: none"><li>1) The school works to provide an environment that is safe and healthy.</li><li>2) School staff provides opportunities for families and community to participate in authentic and engaging activities in the school community--Night at the Academy, Science Fair, History Fair, High School Fair, Musical performances.</li><li>3) The principal encourages an open-door atmosphere.</li></ol>	

## School Effectiveness Framework

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N 6: College and Career Readiness Supports	Typical School	Effective School	Evidence	Evaluation
	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	1) The counselor and social worker provide support as needed to families. This is accomplished through educating parents about social service agencies and providing opportunities for subsequent collaborative follow-up services.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	1) School provides college and career fair yearly. 2) Middle School classrooms identify as local universities as well as embed college options into weekly advisory periods.	
	<b>Academic Planning</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	1) The Counselor works with middle school students to heighten their awareness regarding high school acceptance criteria. 2) The school Counselor schedules meetings with middle school parents to discuss schools that would be appropriate fits for students. 3) As a result of an increased understanding of EXPLORE results, greater emphasis on its implications on high school placement and scheduling is communicated to students and parents.	
	<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	1) The After-School All Stars program provided an array of interests from which children could choose. 2) In the middle school, specific field trips are coordinated which are science and career oriented.	

## 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
DIMENSIO	<b>College &amp; Career Assessments</b> ----->			
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	N/A	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	N/A	
	<b>Transitions</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	1) Teachers are aware of and provide for effective transitioning from one grade to the next. 2) The opportunity exists to develop consistent and effective communication to parents regarding the transition from one grade to the next. 3) The opportunity exists to develop strategies within grade bands and/or teacher teams so that goals can be transferrable from one grade to the next.	



## 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	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ol style="list-style-type: none"> <li>School has identified outside funding (facility rental) to meet staff and student needs.</li> <li>School allocates all of its discretionary money (State Chapter 1) to hire teachers, purchase textbooks and supplies with the approval of the LSC.</li> <li>Schoolwide priorities are funded and supported throughout the year.</li> </ol>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ol style="list-style-type: none"> <li>A multistep interview process includes a protocol for questioning and assessment of potential candidates to determine best fits for our school.</li> <li>Hiring is conducted after an expected vacancy is identified.</li> <li>School actively builds a pool of potential candidates through student teachers.</li> </ol>	
	<b>Use of Time</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ol style="list-style-type: none"> <li>Teacher collaboration occurs either before or after school.</li> <li>School schedule is designed based on number of minutes per subject.</li> <li>Tier 2 interventions designated to occur within the general education classroom take place in the room and at the discretion of the individual teachers.</li> </ol>	

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

Newberry Math & Science Academy prepares students from diverse backgrounds for college and career through a rigorous and integrated curriculum. At our school, differences are celebrated. We nurture children by balancing the academic and social aspects of learning so as to prepare them to envision their place in the world. To that end, we teach, develop, and heighten the social engagement skills and strategies necessary for learning to take place.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will nurture relationships with students around the content in ways that make differentiation for transformative and accelerated students part of the everyday process.	Developing trust between the students and their teachers is an integral part of the instructional process. Within our analysis of the Core Curriculum and Climate & Culture dimensions, it has become evident that overall student performance will improve when the relationship with the teacher is positive.
2	Strengthen curricular integration across all domains in alignment with CCSS.	Research shows that student instruction with nonfiction passages increases rigor and promotes significantly more growth than simply instructing with fiction materials. Moving towards an integrated and interdisciplinary approach to teaching and learning allows for stronger connections to be made across all content areas.
3	The school and PTO will work together to increase and sustain parent involvement.	Parent involvement is the single greatest factor impacting student achievement outside the school setting. Fostering and maintaining a strong relationship between school and home is critical for overall school success.
4		
5	Optional	



## Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers will nurture relationships with students around the content in ways that make differentiation for transformative and accelerated students part of the everyday process.	Developing trust between the students and their teachers is an integral part of the instructional process. Within our analysis of the Core Curriculum and Climate & Culture dimensions, it has become evident that overall student performance will improve when the relationship with the teacher is positive.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
<b>Social-Emotional Learning</b> -Across the school and within the grade bands, teachers will explicitly instruct the Newberry Five Finger Values to communicate common expectations and language.	Instruction	All	Principal Assistant Principal Teachers	Quarter 1	Year 2		
<b>Conflict Resolution</b> -Over the next two years, we will pilot the use of peer jury / mediation in middle school.	Other	Other student group	Principal Assistant Principal School Counselor	Quarter 1	Year 2		
<b>Safe and Respectful Culture</b> -School will utilize counselor and community agencies for the purpose of raising awareness regarding issues of bullying.	Instruction	All	Principal Assistant Principal School Counselor	Quarter 1	Year 2		
<b>Intervention and Acceleration</b> -Through the use of on-going data collection, teachers will target students for reading and math intervention/acceleration opportunity.	Instruction	All	Principal Assistant Principal Rtl Interventionists	Quarter 1	Year 2		
<b>Social-Emotional Learning</b> -Establishment of a Social Emotional Learning (SEL) team. Conduct a needs assessment around SEL and identify next steps in classroom instruction.	Instruction	All	Principal Assistant Principal	Summer 2012	Year 2		
<b>Art integration</b> -Open a full-time Art position to promote the integration of arts into content areas. Key to our need to promote a more full and comprehensive learning environment for students is the utilization of arts-based learning so that both those who are artistically-inclined as well as those lacking such skills will have a creative outlet.	Instruction	All	Principal Assistant Principal	Quarter 1	Year 2	On-Track	



### Strategic Priority 1

**Right-At-School-**Organize games, establish norms, and work with children who are either reluctant to engage or lacking the socio-emotional skills necessary to engage in appropriate play activities with peers.

Other

All

Principal  
Assistant Principal

Quarter 1

On-going

On-Track



## 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
Strengthen curricular integration across all domains in alignment with CCSS.	Research shows that student instruction with nonfiction passages increases rigor and promotes significantly more growth than simply instructing with fiction materials. Moving towards an integrated and interdisciplinary approach to teaching and learning allows for stronger connections to be made across all content areas.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Literacy-Establish a full time reading support teaching position to supplement classroom instruction and provide intervention services.	Staffing	All	Principal	Quarter 1	On-going	On-Track	Establish a full time reading support teaching position to supplement classroom instruction and provide intervention services.
<b>Literacy</b> -Literacy instruction will be aligned with CCSS-L and will be developed using the CPS Literacy Content Framework.	Instruction	All	Principal Assistant Principal ILT	Quarter 1	Year 2		
<b>Informational texts</b> -Purchase additional informational (non-fiction) texts to support curricular intergration in Science and Social Studies and to improve instruction.	Instructional Materials	All	Principal	Summer 2012	Quarter 1	On-Track	
<b>Professional development</b> -Continue to support teacher-led professional development focused on implementation of a balanced literacy language arts program, RtI and utilization of higher order thinking skills.	ILT/ Teacher Teams	Not Applicable	Principal Assistant Principal ILT	Summer 2012	On-going	On-Track	
<b>Common planning time</b> -Teachers will meet weekly to plan lessons and assure CCSS aligned interdisciplinary integration across all domains.	ILT/ Teacher Teams	All	Principal Assistant Principal Teachers	Quarter 1	On-going	On-Track	
<b>Peer observations</b> -Teachers will use two principal directed preps a month to observe colleagues.	Instruction	All	Principal Assistant Principal Teachers	Quarter 1	On-going		Teachers will use two principal directed preps a month to observe colleagues.

## Strategic Priority 2

[illegible]



## 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
The school and PTO will work together to increase and sustain parent involvement.	Parent involvement is the single greatest factor impacting student achievement outside the school setting. Fostering and maintaining a strong relationship between school and home is critical for overall school success.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
<b>Parent education opportunities</b> -Scheduled curriculum evening events focused around content areas and other strategies students are utilizing within grade bands and/or grade levels. These opportunities will be created by teachers, either individually or within teams.	Parental Involvement	All	Principal Assistant Principal Grade band teachers	Quarter 1	On-going		
<b>School website development</b> -The development of the school website will facilitate communication for parents and students.	Parental Involvement	All	Principal Assistant Principal Technology Committee	Quarter 1	On-going	On-Track	
<b>Grade band parent workshops</b> -Within the grade band, teams of teachers will develop parent outreach opportunities which will further develop, nurture, and celebrate the shared relationship teachers and parents have in shaping the lives of children.	Parental Involvement	All	Principal Assistant Principal Grade band teachers	Quarter 1	On-going		
<b>Community outreach</b> -Utilize multiple methods of communication to increase shared knowledge of important and pertinent news and events.	Parental Involvement	All	Principal Assistant Principal Technology Committee	Quarter 1	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

## Action Plan

## Monitoring

[illegible]

## 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

## Action Plan

## Monitoring

[illegible]