



Mission Statement

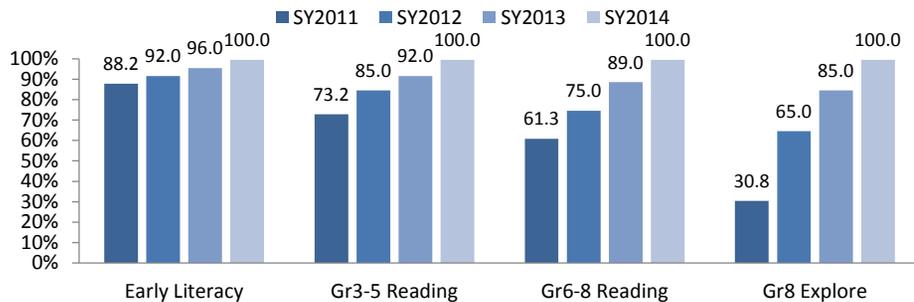
To provide a high-quality education where each child's academic, and social/emotional skills are developed. Our school will strive to build collaborative relationships whereby teachers, parents, students and community will take ownership in the educational process in order to ensure the life-long success of every student.

Strategic Priorities

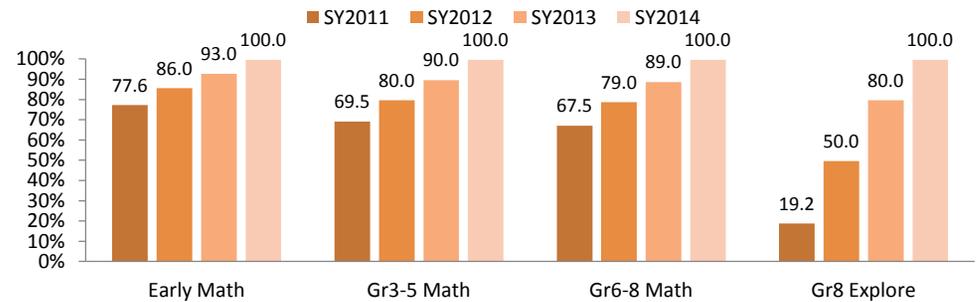
1. Provide intervention strategies for students in reading and math who are identified by assessments administered at the beginning of the school year and monitor the progress of these students throughout the year.
2. Establish a supportive culture that utilizes REACH (classroom observations), and data from student learning to support teachers in improving their practice.
3. Teachers and administrators work collaboratively to construct a uniform understanding of the Common Core State Standards (CCSS) and how to properly implement them in their lessons for the purpose of increasing academic achievement of the students.
4. Build and maintain strong relationships with families and the community.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	William Bishop Owen Scholastic 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
Stanley L. Griggs	Principal
Sheila Morris	Assistant Principal
Terri Zachary	Classroom Teacher
Barbara Malcolm	Classroom Teacher
Tina Bailey	LSC Member
Julia Matthews	Classroom Teacher
Sondra Davis	Classroom Teacher
Hilda Jones	Counselor/Case Manager
Eric Anderson	Classroom Teacher
Tommie Gathings	LSC Member
Jodie Bonadurer	Special Education Faculty



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	88.2	92.0	96.0	100.0		Early Math % of students at Benchmark on mClass	77.6	86.0	93.0	100.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	73.2	85.0	92.0	100.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	69.5	80.0	90.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	72.0	84.0	93.0	100.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	70.7	80.0	90.0	100.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	61.3	75.0	89.0	100.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	67.5	79.0	89.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.8	70.0	85.0	100.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	62.5	75.0	88.0	100.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	30.8	65.0	85.0	100.0		Explore - Math % of students at college readiness benchmark	19.2	50.0	80.0	100.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.9	97.0	97.5	98.0					
Misconducts Rate of Misconducts (any) per 100	1.2	1.0	0.5	0.0					

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	91.4	95.0	98.0	100.0		ISAT - Reading % of students exceeding state standards	29.0	36.0	40.0	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	95.1	97.0	99.0	100.0		ISAT - Mathematics % of students exceeding state standards	28.4	38.0	45.0	50.0
ISAT - Science % of students meeting or exceeding state standards	90.9	93.0	96.0	100.0		ISAT - Science % of students exceeding state standards	20.0	30.0	40.0	50.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Teachers and administration analyze assessment data to determine which students are below, at level, and above level. After analyzing data, students are grouped by tiers to address specific needs of students.</p> <p>School-wide RTI schedule was designed to work with Tiers 1, 2, and 3.</p> <p>Programs such as Study Island, Reading Eggs, and Accelerated Reading were purchased to enhance and or to reinforce skills.</p>	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ol style="list-style-type: none"> Principal encourages and informs teachers of professional development classes that specifically addresses the needs of individual staff. The administration informally and formally observes staff and gives constructive feedback. Modeling and examples are given to help build content knowledge. Principal encourages and provides opportunities for teacher to lead and direct certain initiatives as it relates to their expertise. Examples: Gradebook Leader, Data Team Leader, Scheduler, Primary, Intermediate, and Upper Literacy Leads, Primary, Intermediate, and Upper Math Leads, Science Lead Principal meets with individual staff to discuss their specific goals for the school year. Throughout the year, during professional development meetings, weekly meetings, and grade level meetings, goals for classes are discussed and professional development is provided to assist with 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Principal encourages and provides opportunities for teachers to lead and direct certain initiatives as it relates to their expertise. Examples: Gradebook Leader, Data Team Leader, Scheduler, Primary, Intermediate, and Upper Literacy Leads, Primary, Intermediate, and Upper Math Leads, Science Lead, Rtl Team, Literacy Team, Math Team, Assessment Lead, Social Committee Lead, SIPAAA/CWIP team, Union Representative, ILT team, Special Education Team, Special Education Lead.</p> <p>After each teacher receives professional development, they are required to share and give examples of best practices learned and discussed.</p> <p>Open discussion, comments, feedback, and concerns are welcomed at all meetings.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			4
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT is comprised of all lead teachers according to their expertise, ex: math coach, literacy team, science lead, assessment lead and counselor, special education lead, primary lead teacher, administration, and data lead.</p> <p>The ILT team meets regularly, analyzes data, sets priorities for improving instruction and climate and culture of the school, and shares information with all staff.</p>	
Monitoring and adjusting ----->			4
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Grade level meetings occur weekly to analyze, and discuss data to help drive instruction.</p> <p>Regular education and special education teachers meet twice a month to collaborate and to discuss strategies to improve students' achievement.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			4
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>The Owen Academy's team of teachers continue to work together to map out the material to be covered in all subjects at each grade level, carefully aligning all subjects with the state standards while following pacing and sequencing maps across the school. These instructional guides have helped our school make impressive gains in student achievement. This success is reflected in our standardized test score results.</p> <p>The primary team's literacy program is designed to include the five crucial pillars of reading instruction: phonics, comprehension, fluency, vocabulary, and writing. These components are practiced daily and homework is assigned to support each.</p> <p>All students with IEPs have additional minutes built into their schedules to meet Special Education teacher (pull-out). During this time students are provided additional assistance in areas of</p>	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>The reading, math, and science programs at Owen support differentiated instruction by including various daily re-teaching and enrichment activities.</p> <p>A new reading and math series was recently purchased for grades 3-6. The series provide continuity, appropriate grade level complexity, and have informational text embedded throughout the units of study. The new math series explicitly meets the new CCSS standards. The reading and science series had not been specifically correlated</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			4
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>After school-wide assessments(Scantron) are given, each teacher has immediate access to their individual classroom results. The leadership team provides hard copies for both teacher/parent. All of the testing data is stored in a binder and available upon demand.</p> <p>All benchmark testing is aligned with the CPS system-wide scheduling.</p> <ul style="list-style-type: none"> • Our primary team uses multiple system-wide assessments on an on-going basis. The Intermediate and Upper grade teams also implement assessments on a weekly/bi-weekly basis to monitor the progress of all students. We have also implemented Progress Monitoring via RTI. We have a daily/weekly schedule to implement assessments/monitoring to meet the needs of all students. All Progress Monitoring tools are turned in and stored in a binder for immediate access. <ul style="list-style-type: none"> • All teachers maintain LRE binders to ensure all students with IEPs 	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			4
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>All lessons are designed to be cognitively demanding and challenging. Students must apply essential concepts and skills to real-world, complex, and open-ended situations. Lesson content is linked to Common Core State Standards, which requires authentic work, discipline-specific methods, and application of what is known or being learned to solve complex problems. This includes the use of prior knowledge, development of in-depth understanding, and the ability to develop and express gained knowledge. All students are expected to cover the same standards and skills throughout the school.</p> <p>EVIDENCE</p> <ul style="list-style-type: none"> • Leveled Instruction • Differentiation of instruction • Projects • Connections to Real World Situations • Thematic connections across subjects • Classroom observations 	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			4
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Owen Academy has an explicit and systematic approach to interventions in the core subjects, which includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Hands on materials are used to provide students with the opportunity to work with visual representations to aid their thinking processes.</p> <ul style="list-style-type: none"> RTI LRE Binder/teacher Flexible grouping Differentiation of instruction Pull-out/Push-in Reading Program (grades 3, 5, 6, 7, and 8) Walking Readers (grades K-4) 	
Professional Learning	Whole staff professional development ----->			4
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Owen has a year-long focused plan for staff development which is aligned to school-wide priorities and growth goals. We do this by looking at data from a variety of sources, such as: my school, my voice survey, ISAT, Scantron, Dibels, MClass, and informal assessments. We, as a staff, analyze the data, and plan professional development based on our specific needs.</p> <p>One of the ways activities at professional developments are monitored for effectiveness is by administrators looking for evidence in lesson plans and classroom observations that teachers are utilizing information gained at professional development.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			4
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Grade level meeting to discuss progress are held once a week to discuss weekly assessments, planning, and instruction.</p> <p>Grade level meetings are held every six weeks to discuss Response to Intervention and progress monitoring data of tier 3 students.</p> <p>Grade level planning meetings are held three times a year to discuss Scantron tests. Teachers share results and collaborate on instruction. Based on the results of the scantron tests, instruction is assessed and planned.</p> <p>Teacher teams share responsibility of specific skills students are responsible for learning. For example: All teachers may work on main idea. Standard is taught throughout Reading, So. Studies, and Science.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>New teachers are observed and evaluated yearly and receive quality feedback through pre and post observation conferences.</p> <p>Teachers are encouraged to attend professional development workshops/meetings/seminars outside of school that are tailored to their needs (i.e. algebra cohort meetings, training for 8th grade algebra, special education IEP development, etc).</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> There is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills, and the staff also believes that they have the capability to help all students achieve that mastery. The emphasis placed on high expectations for success is significant. There is a college-going culture in the school that encourages students and their parents to obtain the information, tools, and perspective to enhance access to and success in high school and post- 	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> Our caring school environment increases students' feelings of empathy for others, reduce inter-group tensions and antisocial behavior, improve moral judgment and build positive feelings toward others. This nurturing environment encourages children to want to come to school, thus improving attendance and motivation. The supports students receive and school belonging have increased academic self-efficacy, positive school affect, and academic achievement. Clinician Services and Support The School Social Worker provides social and emotional support to general education students and all students with disabilities. In 	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> There is a school-wide adherence to CPS Code of Conduct Parent Patrols provide safe passage for students before and after school. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Owen's administration presents ISAT, Scantron, Dibels, MClass scores to parents at Open House at the beginning of the school year. ISAT parent trainings are held to provide resources for the ISAT test. Scantron Representatives provided parent training on how to read and interpret data on student reports. School provides Dibels and MClass training for parents of primary students. Teachers provide each parent with syllabus that describes the 	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Faculty and staff provide class news in the monthly issue of the Owen Observer. Weekly reports and conduct grades are provided. Teachers maintain constant contact with parents through email, notes on gradebook, phone calls, and conferences. 	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> Faculty and staff are welcome and encourage encourage parents to participate in LSC, and PTO meetings. Greeters welcome visitors. Owen has established an open door policy towards parents. Parental involvement is requested and welcomed. Staff members provide eighth grade girls mentoring. 	

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
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> Male mentoring program is offered each year for the boys within the school. Owen has established an open door policy towards parents. 	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>The goal of the school is to build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way.</p>	
Academic Planning ----->			4	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>The school has a systemic approach to implement a rigorous academic program that connects to students' college and career aspirations and goals. The school has instituted procedures and practices that will ensure that all students including students with disabilities have access to and support for success in coursework. This approach will prepare students with the broadest range of post secondary options possible so that they can reach their career goals.</p> <p>Teachers are differentiating instruction to meet the needs of all students including students with disabilities. General and Special</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Equitable exposure to wide range of extracurricular and enrichment opportunities are provided to all students including students with disabilities that build leadership, nurture talents and interests, and increase engagement with school.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>The goal of the school is to promote preparation, participation, and performance in college and career assessments by all students including students with disabilities. Testing, such as EXPLORE and participation in career/interest inventories are critical elements of college and career readiness. Teaching students how testing and</p>	
	College & Career Admissions and Affordability ----->			4
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>Information is provided to students and families about college costs, options for paying for college, the financial aid and scholarship processes, and eligibility requirements by participating in the following opportunities:</p> <p>The Jack Kent Cooke Foundation’s scholarship programs are designed to encourage and support outstanding students who demonstrate a strong will to succeed and have financial need. The</p>	
Transitions ----->			4	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Transition planning is driven by the student and his/her vision of future life goals as well as employment and career opportunities. All students including students with disabilities and their families are connected to school and community resources to help students overcome barriers and ensure the successful transition from high school to college.</p> <p>The Choose Your Future website provides students with the resources they need to successfully transition into postsecondary</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Owen Scholastic Academy allocates discretionary funds for leasing of computers for our technology department which services all of our students, the guidance counselor aide position, the Reading Millionaire’s Club which is an incentive to promote reading, various supplies such as; supplementary workbooks, additional supplies and materials for the classrooms, the afterschool choir program, additional supplies for the science, music, gym, and library programs, professional development classes for teachers, and substitutes to cover teachers as they attend professional development training. The following companies have contributed to help meet the needs of</p>	
	Building a Team ----->			4
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>The hiring process is done by combining a team of administration, staff, LSC members, and the counselor. The application process is done by reviewing resumes and choosing the top choices of resumes for candidates that possess the qualities that will address the specific needs of our school, students, and staff. The interviewees are presented with various questions that pertain to their ability to work and fulfill the mission and vision at Owen Scholastic Academy. We offer several student teachers from various universities an opportunity to complete internships and observation hours at our school. We encourage and keep the interns applications on file for future employment. We hired one of our former student teachers as our third grade teacher. She is doing a phenomenal job.</p>	
Use of Time ----->			4	
	<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>The school-wide schedule is designed for all students’ needs. The primary grades K, 1, and 2 are scheduled to offer more minutes according to the suggested time distribution sheet, as well as the intermediate and upper grades. A separate schedule is designed for students in grades 5th-8th to address the departmentalized classes. The school-wide schedule also has a time blocked for weekly collaboration/common planning meetings for primary, intermediate, and upper grade teachers. The special education and resource teacher also has a schedule for collaboration meetings with regular</p>	

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

To provide a high-quality education where each child's academic, and social/emotional skills are developed. Our school will strive to build collaborative relationships whereby teachers, parents, students and community will take ownership in the educational process in order to ensure the life-long success of every student.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide intervention strategies for students in reading and math who are identified by assessments administered at the beginning of the school year and monitor the progress of these students throughout the year.	This will inform teachers and students of specific skills needing to be worked on which will in turn improve the students' academic performance.
2	Establish a supportive culture that utilizes REACH (classroom observations), and data from student learning to support teachers in improving their practice.	Offering teachers constructive feedback about their instructional practice utilizing real data derived from observations using the framework for teaching, and student performance will present opportunities for them to improve their teaching and students will benefit by being placed on the path to success in college and in their careers.
3	Teachers and administrators work collaboratively to construct a uniform understanding of the Common Core State Standards (CCSS) and how to properly implement them in their lessons for the purpose of increasing academic achievement of the students.	By integrating rigorous standards into lessons, students will be exposed to a curriculum that has depth and one that will allow them to have a stronger knowledge base that will enable them to be prepared for high school. Being adequately prepared for high school places the students on a path to be college and career ready.
4	Build and maintain strong relationships with families and the community.	Having strong relationships with families and the community will positively engage these individuals for the purpose of contributing, supporting and enhancing our instructional programs and extra-curricular activities and functions.
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
Provide intervention strategies for students in reading and math who are identified by assessments administered at the beginning of the school year and monitor the progress of these students throughout the year.	This will inform teachers and students of specific skills needing to be worked on which will in turn improve the students' academic performance.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administration and team leaders work with teachers to ensure they fully understand the teaching-learning process, including various achievement levels and learning styles	Professional Development	All	Administration	Quarter 1			
Administration and teachers work collaboratively to articulate and map curriculum and assessments by grade level and between grade levels, ensuring scaffolding.	ILT/ Teacher Teams	All	Administration	Summer 2012			
Teachers work as a team to set projected outcomes and methods for measuring/monitoring progress.	ILT/ Teacher Teams	All	ILT	Quarter 1			
Collaborate with teachers to discuss and select the researched-based intervention programs to be utilized for the students.	ILT/ Teacher Teams	All	ILT	Summer 2012			
Work with teachers to ensure interventions are matched to student needs.	Instruction	All	Administration	On-going			
Team leaders provide professional development to teachers to increase teachers' understanding of (RTI) and provide valuable information on how to properly implement the program.	Professional Development	All	ILT	Quarter 1			
Teachers monitor student progress frequently.	Instruction	All	Administration	On-going			
Assessment data are used to identify the students' level of proficiency .	Instruction	All	Administration	On-going			
Administration and team leaders work with teachers to ensure they fully understand the teaching-learning process, including various achievement levels and learning styles	Instruction	All	Administration	On-going			



Strategic Priority 1

Administration and teachers work collaboratively to articulate and map curriculum and assessments by grade level and between grade levels, ensuring scaffolding.	ILT/ Teacher Teams	All	ILT	Quarter 1			
Teachers work as a team to set projected outcomes and methods for measuring/monitoring progress.	ILT/ Teacher Teams	All	ILT	Quarter 1			
Collaborate with teachers to discuss and select the researched-based intervention programs to be utilized for the students.	Instructional Materials	All	Administration	Summer 2012			
Team leaders provide professional development to teachers to increase teachers' understanding of (RTI) and provide valuable information on how to properly implement the program.	Professional Development	All	Administration	Quarter 1			
Teachers monitor student progress frequently.	Instruction	All	Administration	On-going			
Assessment data are used to identify the students' level of proficiency .	Instruction	All	Administration	On-going			

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
Establish a supportive culture that utilizes REACH (classroom observations), and data from student learning to support teachers in improving their practice.	Offering teachers constructive feedback about their instructional practice utilizing real data derived from observations using the framework for teaching, and student performance will present opportunities for them to improve their teaching and students will benefit by being placed on the path to success in college and in their careers.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a school-wide understanding of what excellent teaching looks like.	Professional Development	Not Applicable	Administration	On-going			
Provide professional development which will allow teachers to think about their own level of performance.	Professional Development	Not Applicable	Administration	Quarter 1			
Provide professional development on NWEA Assessment and the performance tasks associated with it.	Professional Development	Not Applicable	Administration	Quarter 1			
Increase the understanding of teachers about The CPS Framework for Teaching.	Professional Development	Not Applicable	Administration	Quarter 1			
Provide teachers with tools for improving upon their instructional practices to raise student achievement.	Professional Development	Not Applicable	Administration	On-going			
Analyze student standardized assessment data and reflect on instructional practices related to teaching and learning-Q1	ILT/ Teacher Teams	All	ILT	Quarter 1			
Analyze student standardized assessment data and reflect on instructional practices related to teaching and learning-Q2	ILT/ Teacher Teams	All	ILT	Quarter 2			
Analyze student standardized assessment data and reflect on instructional practices related to teaching and learning-Q3.	ILT/ Teacher Teams	All	ILT	Quarter 3			
Analyze student standardized assessment data and reflect on instructional practices related to teaching and learning-Q4.	ILT/ Teacher Teams	All	ILT	Quarter 4			
Plan units of instruction based on the analysis of data.	ILT/ Teacher Teams	All	ILT	On-going			

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
Teachers and administrators work collaboratively to construct a uniform understanding of the Common Core State Standards (CCSS) and how to properly implement them in their lessons for the purpose of increasing academic achievement of the students.	By integrating rigorous standards into lessons, students will be exposed to a curriculum that has depth and one that will allow them to have a stronger knowledge base that will enable them to be prepared for high school. Being adequately prepared for high school places the students on a path to be college and career ready.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Collaborate with teachers to develop a professional development plan.	ILT/ Teacher Teams	Not Applicable	Administration	Summer 2012			
Provide professional development on how to apply the CPS Math Content Framework	Professional Development	All	Administration	Quarter 1			
Provide professional development on understanding how to create a Unit Plan aligned to the CCSS based on a performance assessment	Professional Development	All	Administration	Quarter 1			
Provide professional development on how to apply the literacy Content Framework	Professional Development	All	Administration	Quarter 1			
Conduct a professional development session on text complexity, close reading and non-fiction texts.	Professional Development	All	Administration	Quarter 1			
Build a school-wide understanding of the shifts in instructional practices in ELA and math as they relate to implementation of the Common Core State Standards.	Instruction	All	Administration	On-going			
Work collaboratively in teams to build ELA and math unit plans focused on the CCSS and utilizing performance assessments.	ILT/ Teacher Teams	All	ILT	Summer 2012			
Inventory all classrooms to determine the amount of nonfiction texts aligned to the CCSS.	Instructional Materials	All	Administration	Summer 2012			
Purchase supplemental nonfiction texts for all classrooms	Instructional Materials	All	Administration	On-going			
Inventory all classrooms to determine the amount supplemental math instructional materials available.	Instructional Materials	All	Administration	Summer 2012			
Order hands-on supplemental math materials to use with CCSS implementation	Instructional Materials	All	Administration	Summer 2012			

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
Build and maintain strong relationships with families and the community.	Having strong relationships with families and the community will positively engage these individuals for the purpose of contributing, supporting and enhancing our instructional programs and extra-curricular activities and functions.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide parents with trainings and workshops to teach them how to assist their children academically and socially.	Parental Involvement	All	Administration	Quarter 1			
Provide students with mentors to support them academically and socially.	Other	All	Administration	Quarter 1			
Institute a program that allows parents to train other parents regarding supporting their children academically.	Parental Involvement	All	Administration	Quarter 1			
Solicit community businesses and companies to invest their time, funds, and other resources in the academic and social programs and activities of the school.	Other	All	Administration	Summer 2012			
Utilize community events and functions to highlight talents of our students.	Other	All	Administration	On-going			
Increase media coverage of school events and student achievement.	Other	All	Administration	On-going			
Provide additional opportunities for students to be involved in supplemental academic and extra-curricular programs sponsored by community agencies.	Instruction	All	Counselor	On-going			
Secure grants for the purpose of improving the facilities and to provide additional instructional materials and equipment.	Other	All	Administration-Teachers	On-going			
Institute student performances and academic recognitions to increase the participation of parents and the community members in the monthly LSC and PTO meetings.	Parental Involvement	All	LSC/PTO	Quarter 1			

