Francis W Parker Elementary Community Academy

2012-2014
Continuous Improvement Work Plan

Englewood-Gresham Elementary Network

6800 S Stewart Ave Chicago, IL 60621

ISBE ID: 150162990252392

School ID: 610112

Oracle ID: 31181

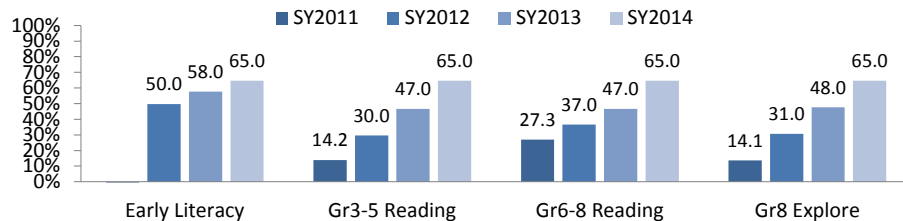CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

The mission of Parker Community Academy is to maximize the learning experiences of every child by working collaboratively with the students, parents and community partners to provide a safe, supportive envioronment while promoting college and career readiness, intergrating technology, creating critical thinkers, and promoting conflict resolution skills.
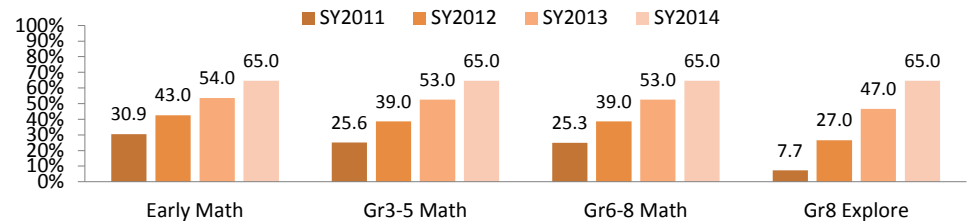
Strategic Priorities

1. Build a collaborative culture and collective capacity which is focussed on increasing teachers' understanding and ability to plan, deliver, and assess learning aligned with the common core standards.

2. Design and deliver Common Core aligned units of instruction which use rigourous curriculum that is integrated with technology while providing access for all students with a focus on essential learning outcomes in reading, writing, math, science and the content area.

3. Implementation of a schoolwide assessment system which provide diagnostic measures that monitor student progress with tools for intervention and enhancement based on needs of the students.

4. Development of school-wide attendance policies and practices that increase the attendance rate.

5. Cultivate positive and proactive behavior support system that includes a school-wide framework, group based interventions and specialized programs for intensive high risk students as well as provide additional services that promote social, emotional and physical well-being.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2012	SY2013	SY2014
Early Literacy	50.0	58.0	65.0
Gr3-5 Reading	14.2	30.0	47.0 / 65.0
Gr6-8 Reading	27.3	37.0	47.0 / 65.0
Gr8 Explore	14.1	31.0	48.0 / 65.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	30.9	43.0	54.0	65.0
Gr3-5 Math	25.6	39.0	53.0	65.0
Gr6-8 Math	25.3	39.0	53.0	65.0
Gr8 Explore	7.7	27.0	47.0	65.0

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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:	Francis W Parker Elementary Community Academy

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
Rufina D. Brown	Principal
Emika Canty	Assistant Principal
Sharonda Kali	Classroom Teacher
Shatae Street	LSC Member
Taniko Miller-Davis	Lead/ Resource Teacher
Zaneta Lane	Special Education Faculty
Augusta Addison	Parent/ Guardian
Pamela Denne	Counselor/Case Manager
Ben White	Community Partner
Duane Krambeck	Other
Yvonne Holbrook	Classroom Teacher
Della Ezell	Youth Guidance

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	50.0	58.0	65.0	**Early Math** % of students at Benchmark on mClass	30.9	43.0	54.0	65.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	14.2	30.0	47.0	65.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	25.6	39.0	53.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	39.6	50.0	58.0	65.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	55.7	59.0	62.0	65.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.3	37.0	47.0	65.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	25.3	39.0	53.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.0	65.0	70.0	75.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	60.0	65.0	70.0	75.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	14.1	31.0	48.0	65.0	**Explore - Math** % of students at college readiness benchmark	7.7	27.0	47.0	65.0

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.9	93.0	94.0	95.0	**Misconducts** Rate of Misconducts (any) per 100	39.0	30.0	28.0	25.0

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	58.9	68.0	78.0	85.0		**ISAT - Reading** % of students exceeding state standards	6.5	10.0	18.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	66.8	73.0	79.0	85.0		**ISAT - Mathematics** % of students exceeding state standards	8.4	15.0	31.0	42.0
ISAT - Science % of students meeting or exceeding state standards	52.3	63.0	74.0	85.0		**ISAT - Science** % of students exceeding state standards	1.5	6.0	16.0	30.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	*Goals and theory of action*	-->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	• Data Binders are used to collect and analyze student data • Unpacking CCSS to support improved student achievement • New Lesson plan templates for planning of instruction • Step and BAS test are used to assess student reading • Reader's and writer's workshops are used. Data binders are compiled and used to determine the level of student support. Theory of action has been created which aligns with the needs of the school based on data from assessments, attendance reports, misconduct statistics, results from the Community Initiative School Report and the data from the "My Voice My School Survey"	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	• Teacher self-evaluations are currently on file for reflective professional growth. Teachers build their professional growth plans based upon their growth plans and self-reflected needs. • An administrator generally participates in grade level meetings and provides the teacher support. • Administrator is visible in the halls, rooms and lunchroom • Meetings are prompt and to the point, aligned with staff needs and Illinois Teaching Professional Standards. • Principal conducts weekly meeting with staff based upon information from teacher growth plans and deficiencies observed through class visits, gradebook, information and other forms of feedback from the teachers. Teachers are encouraged by the principal to establish a personal professional goal as aligned with the Illinois State Teacher Standards. Principal provides accurate information regarding the school performance through the Quarterly "State of Parker" reports (powerpoint presentation, newsletter) and communication at the various parent meetings.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	• Wednesday morning meetings • Peer – Peer Meeting • Grade Level Meeting (rotating lead) • Weekly grade level meetings • ILT team representative from grade level binders. • Teacher team meetings and professional development days with topics in alignment with staff requests and needs. 70% of the teaching staff is involved in a leadership role at the school. Teachers attend various PD sessions, seminars, workshops and conferences and return to share learning with staff via staff meetings, professional or staff development days and grade level meeting . Special education teachers meet with the grade level band.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) -->			**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	•Agendas with specific structure are used during the ILT meeting. • Specific topics are discussed during the weekly principal directed meetings • Grade level teams meet for the purpose of conducting discussions around specific practices • The ILT seems to meet on a regular basis and has a variety of teachers at various grade levels or at least cycles. • The primary team always communicates what is happening •The ILT is comprised of member who are from different grade level bands and the content area specialist. ILT members have specific leadership roles at each grade level and are able to communicate information from the ILT team meetings with their immediate grade. ILT members roles rotate at meeting, providing members opportunities to facilitate the meeting. The ILT has established and prescribes to a specific meeting format with protocal and rotation of team leadership.	
Monitoring and adjusting -->			**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	• Though teachers complete the "Beginning", "Middle" and "End of Year" data analysis reports, more progress monitoring should occur to ensure that the planned instruction is effective at meeting the needs of the students.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	• K-6 develops/uses common units of instruction aligned to the standards • K-8 Math Pacing Charts • Common Core Scope and sequence are being addressed currently with the purpose of reaching the identified expected goal of teaching. • Our current curriculum must be modified to encompass the full requirements addressed in the common core. • Teachers do engage students in varying levels of questioning but most spend more time engaging students in authentic questions at the higher level of thinking. Teachers engage students in varying levels of questioning but does not spend adequate time engaging in authentic questions at the higher level of thinking, Teacher scaffolds instruction. Some teachers use various forms of assessments during instruction to monitor student understanding.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	• Textbooks – manipulatives, Class Library, Math Materials • The lead 21 contains differentiated components for tiered learning in the classroom. • Not ccss – lead 21 differentiated materials and assessments readers/writers workshop allows for curriculum differentiated • Lead 21 with components for differentiated instruction Ramp Up through America's Choice is used to support struggling upper grade students reading workshops and use of novels are prevalent in the upper grade	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	• Yes for envisions Math Gr 5-6 • K-3 and special education classes – need to have access to more effective monitoring tools. • Unit tests, Mclass, quarterly benchmark and step. Weekly and bi-weekly assessments require further development. • Data note books are created with school wide assessment information . Each teacher also has a class specific binder.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	• Lesson plans include space to post objectives • Reflective practices are a part of the weekly lesson plan • Teachers are actively moving towards more higher level questioning, inquiry based instruction and rigor. Some teachers are providing students with an opportunity to generate questions. • Objectives are verbalized to students. • Development of formative assessments and quick informal assessments must increase. • Each grade level team develops and uses common units of instruction aligned to the standards	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	• Scantron – Bas/Step Math • New students – targeted Math & Reading Bas/Step/DRA • The process of staffing children into special education needs to be re-evaluated and created to be more effective. Though their is an RTI structure, more students need academic support. RTI meetings occur with conversation around data, student progress and student support. Though some students receive additional support, a systematic process must be developed to provide consistent monitoring of academic support for students involved in the response to intervention process. Though the school has allocated tutors to support struggling students, the RTI team needs more added assistance to meet the classload of students.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	• The predetermined agendas have adjusted throughout the year to meet the shift of information from the school district level which had pushed back the original agenda of professional development •Components of the Children's Literacy Initiative are implemented to provide instructional support to the classroom teachers. • Weekly meetings, Cli meetings, School partnerships, Professional literature Staff development sessions are created based upon information from teacher growth plans and deficiencies observed through class visits, grade book and lesson plans. Whole staff development is also provided to teachers based upon the district and network. Information is gathered from teachers which is used as the foundation for some grade level supports or teacher one on one mentoring. Teachers are encouraged by the principal to establish a personal professional goal as aligned with the Illinois State Teacher Standards.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams* --->			**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	• Teachers use collaboration ogs but there must be moer opportunities in the schedule for sped and general education teachers to meet. • Schedules don't always permit teachers with a consistent meeting time. There are templates for meeting notes. Teacher receive support from ILT members Teachers spend time collaborating about lessons and weekly instruction at the lower grade but not consistently across the board. Teams are inclusive of general education, special education and other specialist. Teacher receive additional support from ILT members. Meeting protocals and routines are established for team, grade level and ILT meetings.	
	Instructional coaching --->			**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	• Coaching is informal for teachers in some grade levels and strategic for other levels. • The CLIprogram has a weekly/biweekly coach, a model teacher gives suggestions •Teachers have personal professioinal development plans on file. Conference, workshop, and professional readings are generally aligned with the teacher determined professional teaching goal. • Administration team provides feedback quickly. • CLI Coach provides consistent instructional coaching . Due to the instructional schedule of the reading lead teacher, limited coaching support has occured during the instructional day. The Gifted coordinator is also available and provides limited in-class support and modeling. Teachers have individual professional growth plans and provide quarterly progress to the principal on the status of their growth.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* --->			**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Teachers reinforce expectations with students to aspire to college and career readiness. Teachers at various grade levels incorporate activities that develop preparation for college and careers. The school has BETA Club and Peer Helpers which provides leadership opportunities and partial student voice.	
	Relationships --->			**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	• Some teachers and students have made bonds with each other Conversations between parents and teachers is also prominent. Special education students are provided instruction in an inclusion setting with general education students.	
	Behavior& Safety --->			**2**

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Typical School	Effective School	Evidence	Evaluation
• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	• The school has begun some work around implementing PBIS schoolwide. School adapts the guidelines set in the uniform code of conduct. School also uses support of parent greeters.	

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Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement			
Expectations	--->		**3**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	• Principal engages parents in an informational session to receive more information regarding the Common Core Standards. External partners came to the school to conduct workshops on Common Core Standards by engaging parents in numerous activities to show the shifts that would occur in classes. PAC provided parents with documentation by grade level on the Common Core Standards and how it would look at each grade level.	
Ongoing communication	--->		**3**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	• Phone logs are used by a certain percent of the staff. • Parent conference are held but infrequently. • Parent portal provides additional information about the student's progress. • Parental involvement within the school is encouraged and welcomed. • Parent/teacher conference	
Bonding	--->		**3**

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
DIMEI	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Weekly parent meetings are conducted - sign in sheets. Parental support is welcomed in the building with established procedures and protocal for volunteering and participation. Multiple opportunities for academic support are offered by teachers for students and their parents. The school offers a food pantry, after school programs, parent room and a welcoming atmosphere. PTA is established in the school and provides resources to support parents and students. The school provides opportunities for parent involvement in workshops, seminars, parent leadership training and network meetings.	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		3
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Resources and supports are provided to our students through Anger management, counseling sessions, community school, Keeping it Real, Junior Achievement, Food Depository Program, UIC Nutrution, Ravania Music, River North, the Chicago Department of Health and other agencies.	
College & Career Exploration and election	--->		2
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	College information is available but limited. Upper grade students have gone on a city college tour. Community organizations have extended college tour opportunities to upper grade students.	
Academic Planning	--->		2
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The school counselor provides support to students and has worked with upper grade teachers to take students on a several college tours.	
Enrichment & Extracurricular Engagement	--->		3
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	School provides opportunities for student engagement through: Beta Club, Girl Scout Troup, Community School Initiative – (Choir, Drill Team, Dance, Cheerleading, Arts, Drama, etc), Extramural sports – Basketball, wrestling, baseball, softball, Cheerleading, Pom Pon, Partnership with neighborhood organization , Ravania , Music in the Class and other opportunities that showcase students talents.	

(Left vertical label: N 6: College and Career Readiness Supports)

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*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	• Explore assessment is administered in compliance with CPS requirements. The school is considering investment in EXPLORE at the 7th grade level.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	DNA	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Use of message time plus board in preschool through third grade to prepare students for the next grade. Through collaborative conversation, there is consistency in certain instructional rituals and routines so students are equipped to adapt. Curriculum and classroom routine and structures are aligned. 2nd and 3rd grade students acquire some exposure to some of the 3rd grade assesments and routines.Students participate in exchanging classes as in the high school setting	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	The school has used funding to additional books in reading, science, math and teacher resource material. Funding has also been used for conferences, school supply and funding for additional positions in the building to support the learning programs that are structured in the school.	
	Building a Team	-->		**2**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	• Teacher Team hire new team members to support professional capacity in the building. • Multistep, interview, lesson modeling are implemented.	
	Use of Time	-->		**3**

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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
• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	We need more blocks of intervention time in the schedule. In addtion, the school needs to structure time for teacher collaboration around planning, instruction and assessment. Though teachers have common planning times, solid structure should exist to increase the level of effectiveness as it pertains to time.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

The mission of Parker Community Academy is to maximize the learning experiences of every child by working collaboratively with the students, parents and community partners to provide a safe, supportive envioronment while promoting college and career readiness, intergrating technology, creating critical thinkers, and promoting conflict resolution skills.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Build a collaborative culture and collective capacity which is focussed on increasing teachers' understanding and ability to plan, deliver, and assess learning aligned with the common core standards.	Opportunities and structures must exist that develop the collective capacity of teachers so that a culture of interdependence, mutual accountability and shared responsiblity is fostered. Teachers must be able to identify, articulate, and implement instructional practices that present evidence of proficiency connected with student performance and instructional practices. Collectively, as a school, more measurable goals can be developed that "narrow the achievement gap" while increasing the percent of students meeting or exceeding standards to 90% and ensuring college and career readiness for all students through planning, instruction and assessments.
2	Design and deliver Common Core aligned units of instruction which use rigourous curriculum that is integrated with technology while providing access for all students with a focus on essential learning outcomes in reading, writing, math, science and the content area.	Based upon the current assessment information that indicates less that 50% of the student meet standards or have met growth targets, the school needs to ensure that the proper resources and materials are available to promote the instructional shifts the produce college and career readiness.
3	Implementation of a schoolwide assessment system which provide diagnostic measures that monitor student progress with tools for intervention and enhancement based on needs of the students.	In order for the school to ensure that there is an increase in the percentage of students who meet and exceed standards as well as increase the percent of students who meet their growth targets, effective assessment tools must be utilized by the school. The school must have a laser-like focus on instruction by using frequent assessment information which monitors student progress.
4	Development of school-wide attendance policies and practices that increase the attendance rate.	Parker's attendance rate has consistently been below the 95% mark. The school must develop strategic procedures to ensure that the attendance rate improves.

| 5 | Cultivate positive and proactive behavior support system that includes a school-wide framework, group based interventions and specialized programs for intensive high risk students as well as provide additional services that promote social, emotional and physical well-being. | The school must create and maintain a culture where students feel safe and secure. Based upon the misconduct data, Parker is at a rate which is higher than 39 per 100. It is imperative that this number be reduced to 25 per 100. As stated in the school's theory of action, if the school systematically implements positive behavioral supports and utlizes resources that promote nutrition, fitness and well-being, then the child in apt to be ready to engage in instruction, resolve conflict, develop skills for collaborative learning and preparing for a healthier state of being - physically, socially and emotionally. |

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
Build a collaborative culture and collective capacity which is focussed on increasing teachers' understanding and ability to plan, deliver, and assess learning aligned with the common core standards.	Opportunities and structures must exist that develop the collective capacity of teachers so that a culture of interdependence, mutual accountability and shared responsiblity is fostered. Teachers must be able to identify, articulate, and implement instructional practices that present evidence of proficiency connected with student performance and instructional practices. Collectively, as a school, more measurable goals can be developed

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create and develop a schedule that provides time for team collaboration	Scheduling	All	Administrative Team	Summer 2012	Quarter 1		
Create a professional learning system that is aligned with the needs of teachers based upon the Teacher self-assessments and professional growth plans (REACH)	Professional Development	All	Principal	Summer 2012	Quarter 1		
ILT data analysis	ILT	All	ILT	Ongoing	Ongoing		
Monitor cross-team collaboration meetings that are focussed on student assessment data	ILT / Teacher Teams	All	Administrative Team	Ongoing	Ongoing		
Collaborate bi-weekly to analyze data (REACH)	Data	All	ILT	Quarter 1	Quarter 4		
Collaborate weekly to plan instruction and units	Teacher Teams	All	Grade Level Teacher	Quarter 1	Quarter 4		
Teacher participates in and facilitates professional inquiry with school teams to advance learning	Professional Development	All	Teacher	Ongoing	Ongoing		
Establish instructional leadership team providing insight on expectations, responsibilities and task.	ILT	All	Principal	Summer 2012	Quarter 3		
Assess teacher development of personal professional growth plans and create professional development plan around teacher needs	Professional Development	All	Principal	Quarter 1	Quarter 4		
Integrate significant resources for well-designed professional	Professional Development	All	Principal	Ongoing	Ongoing		
Integrate significant resources for well-designed professional development aligned with core instructional design	Instructional Material	All	Administrative Team	Ongoing	Ongoing		
Design work schedules to include blocks of collaborative planning time to improve instruction and classroom practices	Scheduling	All	ILT	Summer 2012	Quarter 1		
Enact systems that promote individual growth through induction, leadership opportunities, professional development, and through planning and evaluation.	Professional Development	All	Principal	Quarter 2	Ongoing		

Strategic Priority 1

Establish and nurture a culture of college and career readiness through clear artiulation and monitoring of vision action items	ILT	All	Principal	Quarter 1	Quarter 4		
Develop external / internal partnerships to establish supports in understanding and reaching action items.	Professional Development	All	Administrative Team	Summer 2012	Quarter 4		
Assess school needs for teacher leadership and governance, provide a match between teacher and opportunities for vested interest in the success of the school through teacher leadership.	ILT / Teacher Teams	All	Principal	Quarter 1	Ongoing		
ILT lead the school's approach to professional development through school staff PD, teacher teams and coaching.	ILT	All	ILT	Quarter 1	Ongoing		
Use a systematic approach to analyze 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 suport for particular teachers.	Data	All	ILT	Ongoing	Ongoing		
Assess needs for leadership, recruit, hire and organize staff to fit school needs and service on leadership teams.	Staffing	All	Principal	Summer 2012	Ongoing		

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
Design and deliver Common Core aligned units of instruction which use rigourous curriculum that is integrated with technology while providing access for all students with a focus on essential learning outcomes in reading, writing, math, science and the content area.	Based upon the current assessment information that indicates less that 50% of the student meet standards or have met growth targets, the school needs to ensure that the proper resources and materials are available to promote the instructional shifts the produce college and career readiness.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for implementing Common Core aligned with literacy instruction delivered by teacher leaders to each grade level band	Professional Development	All	Teacher Leadership Team	Summer 2012	Quarter 1		
Professional development for development of unit and lesson plans aligned with literacy instruction	Professional Development	All	ILT	Summer 2012	Quarter 1		
Develop performance task aligned with common core standard	Assessments	All	ILT	Quarter 1	Quarter 4		
Conduct an audit of existing text aligned to common core state standards and invest in supplemental text	Instructional Material	All	Assistant Principal	Summer 2012	Ongoing		
Invest in technology that provides supplemental supports that are aligned with common core standards for all students	Technology	All	Principal	Summer 2012	Ongoing		
Using data, observations and documents from evidence files, develop and plan lessons which reflect rigorous instruction	Teacher Team	All	Teacher	Ongoing	Ongoing		
Based on data, leadership team monitor lesson plan for full implementation and alignment of instruction with common core standards	ILT / Teacher Team	All	Administrative Team	Quarter 1	Quarter 4		
Collect evidence files containing lesson sample, activities and projects aligned with common core standard to ensure rigorous instruction.	ILT / Teacher Team	All	Principal & Assistant Principal	Ongoing	Ongoing		
Hold parent training centered around CCSS as it pertains to instruction, curriculum, goals and school practices.	Parental Involvement	All	PAC	Quarter 1	Quarter 4		
Vary time and instructional programs to ensure all students meet rigorous academic standards.	Instruction	All	ILT	Quarter 1	Quarter 4		
Establish clear, measurable goals for student achievement aligned with common core standards based on assessed student needs.	Instruction	Target group	Teacher	Quarter 1	Quarter 4		
ILT lead the work of improving teaching and learning around common core instruction, planning and assessment.	ILT / Teacher Team	All	ILT	Quarter 1	Quarter 4		

Strategic Priority 2

Develop a year long scope and sequence for mapping out Common Core instruction in literacy / writing.	Instruction	All	Teacher	Summer 2012	Quarter 1		
Audit material, invest in instructional materials and technology to support student with disabilities as well as students needing invention and advance instruction.	Instructional Material	Students with Disabilities	Teacher	Summer 2012	Quarter 1		

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
Implementation of a schoolwide assessment system which provide diagnostic measures that monitor student progress with tools for intervention and enhancement based on needs of the students.	In order for the school to ensure that there is an increase in the percentage of students who meet and exceed standards as well as increase the percent of students who meet their growth targets, effective assessment tools must be utilized by the school. The school must have a laser-like focus on instruction by using frequent assessment information which monitors student progress.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Evaluate current student intake system, develop assessment procedures for new students entering the school to provide proper instructional support	Assessment	Target Group	ILT	Summer 2012	Quarter 1		
Use information from assessment documents to identify populations with specific deficiencies and provide intervention and enhancement activities to support the population	Instruction	Target Group	Teacher Team	Ongoing	Ongoing		
Conduct audit of school assessment tools, invest in viable assessment diagnostic tool for literacy and math at the school level.	Instructional Material	All	Administrative Team	Summer 2012	Quarter 1		
Develop and implement a school wide assessment system utilizing data to determine student placement and support	Data	All	ILT	Quarter 1	Quarter 4		
Submit evidence file containing weekly assessments and documentation from colloborative grading at grade level bands	Instruction	All	Teacher	Ongoing	Ongoing		
Monitor effectiveness of the student support	Intervention	All	Teacher	Ongoing	Ongoing		
Collaborative assessment of student writing	Assessment	All	Teacher Team	Quarter 1	Quarter 4		
Collaborative evaluation of teacher performance task and assessment tools	Assessment	All	Teacher Team, ILT	Ongoing	Ongoing		
Establish student assessment profiles and data binders for analysis of student performance and needs for academic support	Data	All	Teacher	Summer 2012	Quarter 4		
Leadership team collect and analyze school-wide data	ILT / Teacher Team	All	ILT	Summer 2012	Quarter 4		
Leadership collect and analyze grade-level assessment data	Data	All	Administrative Team	Quarter 1	Quarter 4		
Design a systematic approach to analyze data in order to make adjustments and provide targeted support for students.	Data	Target Group	Administrative Team	Quarter 1	Quarter 4		
Grade level teams use comprehensive sets of assessment	Assessment	All	Teacher	Quarter 1	Quarter 4		

Strategic Priority 3

Performance Based Assessment methods are created and aligned with the standards	Instruction	All	Teacher	Summer 2012	Quarter 4		
Assessments accomodations and modifications are in place to ensure that students with disabilities are able to appropriately demonstrate their knowledge and skills	Assessment	Students with Disabilities	Teacher Team	Quarter 1	Quarter 4		
Evidence of regular use of formative assessments during instruction	Assessment	All	Teacher	Quarter 1	Quarter 4		
Assess student learning to adjust instruction and provide interventions/enrichments as necessary using extended learning time (FSD)	Instruction	All	Teacher	Ongoing	Ongoing		

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
Development of school-wide attendance policies and practices that increase the attendance rate.	Parker's attendance rate has consistently been below the 95% mark. The school must develop strategic procedures to ensure that the attendance rate improves.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Educate parents regarding school attendance requirements	Attendance	All	Attendance Clerk	Quarter 1	Quarter 4		
Conduct small meetings with Parent to review procedures	Attendance	All	Attendance Clerk	Quarter 1	Quarter 4		
Educate students on attendance requirements and expectations	Attendance	All	Teacher	Quarter 1	Quarter 4		
Communicate attendance policies and clear expectation of teachers. Monitor teacher implementation of attendance procedures	Teacher team	All	Administrative Team	Summer 2012	Ongoing		
Use student attendance data to identify and communicate with parents to determine supports and resources needed to improve student attendance.	Data	Target Group	Counselor	Ongoing	Ongoing		
Develop protocol for parental and student support around attendance issues.	Attendance	Target Group	Counselor	Summer 2012	Quarter 1		
Implement schoolwide incentive programs	Attendance	All	Principal	Quarter 1	Quarter 4		
Monitor effectiveness of responses to supports and resources	Attendance	Target Group	Counselor	Ongoing	Ongoing		
Audit attendance records, monitor teacher record keeping procedures and parental contact	Data	All	Attendance Clerk	Ongoing	Ongoing		

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale
Cultivate positive and proactive behavior support system that includes a school-wide framework, group based interventions and specialized programs for intensive high risk students as well as provide additional services that promote social, emotional and physical well-being.	The school must create and maintain a culture where students feel safe and secure. Based upon the misconduct data, Parker is at a rate which is higher than 39 per 100. It is imperative that this number be reduced to 25 per 100. As stated in the school's theory of action, if the school systematically implements positive behavioral supports and utlizes resources that promote nutrition, fitness and well-being, then the child in apt to be ready to

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish point person for Social Emotional Support	Staff	All	Assistant Principal	Summer 2012	Summer 2012		
Develop a behavior support team	Leadership Team	All	Administrative Team	Summer 2012	Quarter 1		
Using data from the needs assessment, "My Voice, My School" survey and data from counselors, team will determine next steps.	Data	All	Behavior Support Team	Quarter 1	Quarter 2		
Based upon survey, determine the types of supports needed by students in school.	Support Resources	All	Counselor	Quarter 1	Quarter 2		
Conduct audit, determine and invest in resources that would support Social, emotional learning	Audit	All	Counselor	Summer 2012	Quarter 1		
Identify students in need of social emotional & health support, schedule student in specific tiers to receive additional support	Scheduling	Targeted Group	Counselor	Summer 2012	Quarter 4		
Leadership team review school policies and practices, identify areas of focus based on needs assessment.	Leadership Team	All	Administrative Team	Summer 2012	Quarter 1		
Identify resources, vendors or additional supports necessary to provide parent support aligned with social emotional programing received by school.	Support Material	All	Behavior Support Team	Summer 2012	Quarter 4		
Class room teachers integrate curriculum to all students focussed on social emotional learning - at least 20 minutes weekly.	Support Material	All	Teacher	Quarter 1	Quarter 4		
School establish schoolwide framework to improve school climate. Provide training to staff and students on implementation of the	Professional Development	All	Behavior Support Team	Quarter 1	Quarter 4		
Teachers receive training and additional supports around expectations connected with implementation of school wide social emotional support.	Professional Development	All	Behavior Support Team	Quarter 1	Quarter 4		
Invest resources that promote wellness, fitness and physical well-being.	Resources	All	Principal	Summer 2012	Ongoing		
Identify target population with significant needs and implement research-based best practices to support those populations of students.	Instruction	All	Counselor	Ongoing	Ongoing		

Strategic Priority 5

Evaluate the effectiveness of the curriculum, program, resources and supports.	Evaluation	All	Behavior Support Team	Ongoing	Ongoing		
Develop school wide policies, procedures and practices that cultivate a positive learning climate and safe atmosphere for students.	Policies	All	Behavior Support Team	Summer 2012	Quarter 1		
Invest in activities and events that celebrate successes.	Support Resources	All	Principal	Summer 2012	Ongoing		