



2012-2014 Continuous Improvement Work Plan

Ferdinand Peck Elementary School

Midway Elementary Network

3826 W 58th St Chicago, IL 60629

ISBE ID: 150162990252398

School ID: 610120

Oracle ID: 24871



Mission Statement

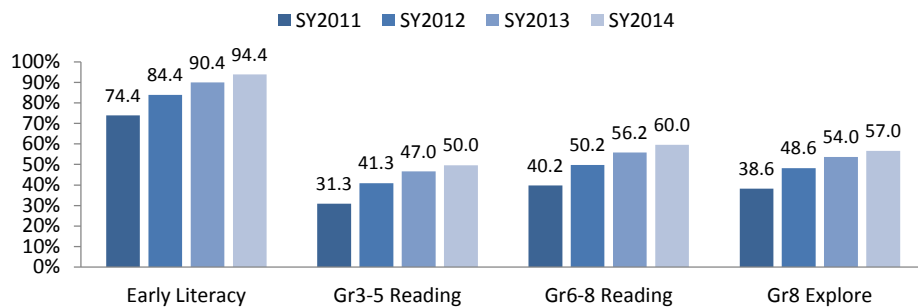
Through a combined effort of all stakeholders, Peck School will provide a nurturing and safe learning environment by focusing on high quality instruction in the core curriculum areas to help ensure that all students are college and career ready. Peck School will provide needed educational programs for parents and community in support of learning and personal development. Peck School will provide opportunities for all staff to pursue higher education in a variety of areas to build professional capacity in our school.

Strategic Priorities

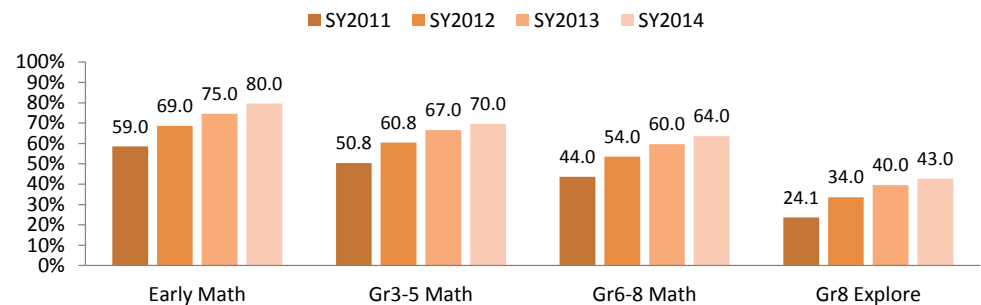
1. Provide a rigorous curriculum in Reading and Math that is aligned to the Common Core Standards in order to increase student proficiency and improve our students' college and career readiness.
2. Provide enhanced support and instructional opportunities for students with disabilities and LEP students in the core instructional program and increase language proficiency so that bilingual students transition successfully into the general education program.
3. Increase science achievement by using the district supported curriculum and increase the current integration of reading and writing with Science and Technology through the Common Core State Standards.
4. Strengthen family and community involvement by increasing the quantity and quality of extended learning activities and home-school communications.

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:

Ferdinand Peck Elementary School

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Okab T. Hassan	Principal
Raul Bermejo	Assistant Principal
Marie Clouston	Assistant Principal
Angel Aguirre	ELL Teacher
Veridiana Alonso	Lead/ Resource Teacher
Maria Ferguson	Special Education Faculty
Keyla Mendez	Classroom Teacher
Marisol Diaz	Parent/ Guardian
Michael Sacharski	Classroom Teacher
Amanda Scampini	Lead/ Resource Teacher
Elizabeth Butler	Lead/ Resource Teacher
Eduarda Aguilar	Parent/ Guardian



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					74.4	84.4	90.4	94.4	Early Math % of students at Benchmark on mClass					59.0	69.0	75.0	80.0
3rd - 5th Grade																	
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA					31.3	41.3	47.0	50.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA					50.8	60.8	67.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA					53.3	63.3	69.3	72.3	Keeping Pace - Math % of students making growth targets on Scantron/NWEA					69.5	80.0	86.0	90.0
6th - 8th Grade																	
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA					40.2	50.2	56.2	60.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA					44.0	54.0	60.0	64.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA					64.1	74.1	80.0	83.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA					71.4	81.4	87.0	90.0
8th Grade																	
Explore - Reading % of students at college readiness benchmark					38.6	48.6	54.0	57.0	Explore - Math % of students at college readiness benchmark					24.1	34.0	40.0	43.0



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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	96.3					Misconducts Rate of Misconducts (any) per 100	1.2		

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	71.9	74.0	77.0	80.0		ISAT - Reading % of students exceeding state standards	13.8	16.0	19.0	22.0
ISAT - Mathematics % of students meeting or exceeding state standards	84.1	87.0	90.0	93.0		ISAT - Mathematics % of students exceeding state standards	23.2	26.0	29.0	32.0
ISAT - Science % of students meeting or exceeding state standards	70.4	73.0	76.0	80.0		ISAT - Science % of students exceeding state standards	6.6	9.0	12.0	15.0

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 ----->			4
	<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. 	The ILT, informed by student and assessment data, school-wide surveys, teacher feedback, observations, and other observational tools--have developed a coherent and cohesive Theory of Action plan that aligns with the school's educational goals and priorities.	
DIMENSION 1: Leadership	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. 	<ul style="list-style-type: none"> * The Principal creates a professional learning system that allows teachers to develop their own professional learning plan, built on opportunities for growth in content knowledge and instructional leadership. *The Principal promotes the school's vision and mission for instructional best practice in every classroom as a way to remind teachers of their instructional goals. Teachers use this when planning their professional growth plans which are shared with administration and aligned with the new college and career readiness standards. * The Principal continuously meets with parents to discuss regarding school improvement matters. Through a transparent approach to sharing information, parents understand the school stands and where it will go in the future. 	

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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 - 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 	<ul style="list-style-type: none"> * ILT members are teachers from all facets of education, such as literacy, SpEd, Bilingual Education, Content-Areas, Counselor, etc. This committee utilizes teacher feedback and input in order to inform their instructional decisions that impact student learning. * Teachers meet at both grade-level teams, as well as in vertical team(s) in order to discuss academic concerns and progression. * Teachers form committees at the beginning of the year based on their personal interest(s). School committees are: Literacy Night Committee, Math & Technology Night Committee, Science Committee, Spelling Bee Committee, Math Bee Committee, Social Committee, Technology/Computer Committee, Awards, Book Fair, Garden, Panther Press, RtI (PBIS/ASPIRE), Recycling, Student Council, Yearbook, Talent Show 	

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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	<ul style="list-style-type: none">* The School ILT is composed of teachers, school administrators, program coordinators, and school related personnel that provide specialized input when making instructional decisions that affect student learning and staff.* The ILT coordinates and implements a school-wide program for effective teaching and learning. Teachers are provided with opportunities to share their thoughts and opinions related to curriculum, instructional practices--which are saved and utilized by the ILT when reviewing high-impact instructional practices that advance student learning and academic achievement.* The ILT meets regularly with grade-level teachers and brings back their input and feedback when making instructional decisions that impact student learning. The ILT also develops professional development for teachers based on this feedback.	
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>The ILT regularly reviews student data from the district-mandated assessments. Decisions that impact instruction and student learning are derived from these targeted discussions. The ILT looks for school-wide trends and informs grade-level teams and resource staff on next steps in order impact student learning and academic achievement. The grade-level teams review and analyze student work weekly and informs the ILT of grade level trends.</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>Curriculum maps are already in place and grade levels are in the process of aligning them with the CCSS.</p> <p>CCSS used and implemented school-wide, but no year-long curriculum map is utilized at some grade-levels.</p> <p>Grade level units of study are planned as a team and include support for SPED & ELLs.</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>Leveled books in English and Spanish and web-based leveled materials are utilized in curriculum implementation.</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.				

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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>Data is easily accessed via CIM as well as Performance Series.</p> <p>IDEL/DIBELS and mClass Math are used as assessment across the primary grade levels. In grades 3-8, we use Scantron 3-times per year in order to guide instruction. The Fountas & Pinnell Benchmark assessment systems (Grades K-8) are available through the LLT Office for individual assessments and to assess student reading levels.</p> <p>Data gathered from assessments are analyzed accordingly.</p> <p>Lesson planning and Gradebook are utilized to monitor instruction.</p> <p>Class/Subject assessments are modified/accommodated according to student needs.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			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>Objectives are posted and clearly stated before lessons and reviewed immediately after.</p> <p>Teachers utilize HOTS to enhance learning on the material implemented.</p> <p>Our current Math curriculum in the K-5 grade spirals, so it is difficult to attain deep mastery of concepts and skills. Teachers supplement in all areas of math.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	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>Rtl and PBIS programs are effectively implemented and supported school wide.</p> <p>A more streamlined process of communication between interventionists and teachers is needed so that adjustments in instruction become actionable.</p> <p>Within the lesson plans, small group instruction is noted as well as reading and math interventions.</p>	
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. 	<ul style="list-style-type: none"> The ILT, informed by school-wide data, teacher input and feedback, and observations--creates a year-long, focused professional development plan that is aligned with the school's priorities and growth goals. The ILT regularly surveys teachers through the use of online surveys in order to monitor the effectiveness of all professional development. When teachers attend outside professional development opportunities--they are encouraged to share what they learned with the rest of the staff in order to keep everyone informed of new strategies and instructional approaches. 	

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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. 	<ul style="list-style-type: none"> * Utilizing a backwards planning approach, the Grade-Level and Resource/Program Teachers meet weekly in order to collaboratively develop instructional units and plans that focus on improving academic achievement for all students and share instructional best practices and strategies with one another. * The RtI Coordinator meets regularly with classroom teachers and interventionists in order to keep them informed of new approaches, any updates with students, etc. to discuss student progress monitoring * Each grade-level is assigned an ILT member that serves as a liaison for the team and relays information. * Teachers have protocols and procedures in place for team collaboration. 	
	Instructional coaching ----->			4
	<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. 	<ul style="list-style-type: none"> * The school has literacy, math, bilingual, and science coaches throughout the grade bands. These coaches provide assistance, guidance, and give input to teachers in regards to best-practices that will enhance instruction. Coaches are also responsible for observing the teacher's instruction and providing ameliorative feedback (if necessary). * New teachers are provided with an on-site mentor to assist them as they acclimate to the new work environment. The district also provides new teacher mentoring, professional development, and a district-wide support system. Both local and district-wide mentoring programs aim to improve the new teacher's instructional skillset and expand their opportunity to grow as a professional and develop strong, capable instructional skills. 	

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DIMENSION 4: Climate and Culture	Typical School	Effective School	Evidence	Evaluation
	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 	<p>* Every classroom is provided with a copy of the school's vision and mission statement so that teachers, students, and anyone who enters the classroom understands that Peck School strives to educate the whole child and inculcate an appreciation for education and support the development of 21st century skills. * The school provides opportunities for authentic leadership and student voice in all aspects of their education. Through the Student Government model, students in the 4th-8th Grade, with the supervision of a committee of teachers, organize school activities that encourage students to be leaders in their school, as well as be active members of their local community.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>The school has a highly-effective teacher-student network that encourages students to know that all Peck School staff members care about them deeply and support them in achieving their academic, social/emotional goals. Teachers serve as moderators in various clubs, where they "teach" their students to be respectful, appropriate behaviors in both school and outside settings, and how to respond to inappropriate behaviors. The school exposes all students to these programs. Students also experience an inclusive learning environment, where home language and culture is appreciated and encouraged.</p>	
	Behavior & Safety ----->			4
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>* Peck School abides by the District's Code of Conduct and implements it appropriately and consistently.</p> <p>* As a means to address students' behavioral needs, the school implements the PBIS program--where good behavior and decisions are recognized; and inappropriate behavior and decisions are addressed appropriately by staff members.</p> <p>* The "Panther Paw" program is effective throughout the school and encourages students to make positive, good decisions rather than counterproductive behavior.</p>	

Date Stamp November 22, 2012

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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"> The principal has school performance information readily available for any and all parent requests. He does this by providing parents (early in the academic year) the school report card that contains attendance, early literacy, academic achievement, college readiness metrics. Teachers provide clear information for families on what students are expected to achieve in a given grade level at the beginning of the year through the "Open House" event, as well as Grade level parent nights for the upper grades in order to understand performance expectations. Parents with students in bridge grades do receive copies of the promotion policy. Parents are afforded many opportunities to access the district-provided parent portal as a monitoring tool of their child's academic achievement. 	
	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"> The school has an effective school-home communication system that keeps parents informed of their child's academic progress. Teachers have developed and designed web pages that contain classroom information, as well as homework assignments. Parents also have access to the district provided parent portal as a means to monitor their child's academic achievement. The school also utilizes the Panther Press as a means to the school community informed. 	
	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"> The school establishes a non-threatening, welcoming environment. The principal leads the work to empower and motivate families and to become engaged stakeholders in the school. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community--for example, student performances, exhibitions, literacy, math events, science, etc. 	

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.**

N 6: College and Career Readiness Supports	Typical School	Effective School	Evidence	Evaluation
	Specialized support ----->			4
	<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. 	Peck School has developed an intensive community outreach program that allows parents to come to the school on assigned days and receive benefits information from district-provided resources, as well as community organizations.	
	College & Career Exploration and election ----->			4
	<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. 	The Counselor meets individually with 8th grade students to help them plan for high school and career ambitions. Throughout the year, individuals from various career backgrounds are invited to come and present to students about their careers and the necessary education necessary to pursue a career in that field.	
	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. 	The school provides support for college and career planning for all students. Information and opportunities to explore paths of interest are offered. The school encourages all parents and students to apply, participate, and succeed in academically rigorous programs offered in high school, in order to be college and career ready.	
	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. 	School enrichment and extracurricular activities are based on student interest and are offered to all students. Programs, such as health, fine arts, cultural activities--are provided for the purposes of building leadership skills, nurturing talents and interests, and increasing engagement with the school.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
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. 	All learning that takes place at the school is focused on college and career readiness. The school provides learning time on the weekends in order to prepare the 8th grade students for the EXPLORE tests. Algebra is taught at the 5th-8th Grade levels in order to prepare students for more rigorous coursework.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	This is not applicable to our school setting.	
	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. 	<ul style="list-style-type: none"> * The school provides opportunities for teachers to vertically plan and discuss curriculum issues. * The school provides parent/student orientation periods at the end and beginning of the year for students and parents. * Grade-level materials/lists are uploaded onto the school website for reference purposes and in preparation for the next year. 	

School Effectiveness Framework

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

DIMENSION 7: Resource Alignment

Typical School	Effective School	Evidence	Evaluation
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.	<ul style="list-style-type: none">* The school allocates discretionary funds to align with identified needs and strategic priorities.* Utilizing discretionary funding, the school is able to sustain three literacy teachers/interventionists as well as have reduced class size in the lower grades, technology intervention programs, and after-school academic support programming.* Stakeholders actively seek outside funding for programs, such as the TCLP, in order to expand educational opportunities and prepare students for 21st century learning.	
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.	<ul style="list-style-type: none">* Hiring is done on a needs-basis, informed by the input provided by the ILT and if funds are available.* The principal and designated staff interview candidates and ask questions that focus on the school's priority--for example, certification in ESL/Bilingual, Content-Areas, etc.* The principal allows potential staff to demonstrate their instructional practices and approaches in order to assess the candidates's expertise, philosophy and commitment to the school's mission and vision for educating our students.* As a grade level, teachers make themselves responsible for the instruction of a curriculum area and share recommendations for instructional purposes.	
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.	<ul style="list-style-type: none">* School day is designed/organized based on the needs of the students and school-wide growth goals.* The school schedule is organized to promote meaningful collaboration in teacher teams--where curriculum planning and review takes place.* Teachers also meet with administrators and key resource people in order to analyze data, place intervention, progress monitor--all to inform instruction.	

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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

Through a combined effort of all stakeholders, Peck School will provide a nurturing and safe learning environment by focusing on high quality instruction in the core curriculum areas to help ensure that all students are college and career ready. Peck School will provide needed educational programs for parents and community in support of learning and personal development. Peck School will provide opportunities for all staff to pursue higher education in a variety of areas to build professional capacity in our school.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide a rigorous curriculum in Reading and Math that is aligned to the Common Core Standards in order to increase student proficiency and improve our students' college and career readiness.	According to the data (DIBELS, IDEL, Scantron, mClass, Explore), our ISAT reading trends dropped slightly and have incrementally increased in Math in recent years. By identifying student deficits in learning and utilizing the necessary interventions, such as Reading Plus, Lexia, and Destination Math--student achievement in the core curriculum will be positive and support our goal of increasing our "Exceeding" percentage rate in Literacy and Math.
2	Provide enhanced support and instructional opportunities for students with disabilities and LEP students in the core instructional program and increase language proficiency so that bilingual students transition successfully into the general education program.	According to ACCESS data, the majority of our students are identified as "developing" and "expanding" in their language proficiency levels. These two subgroups need the continued support systems currently in place, such as intensive support during the school-day and after-school tutoring, differentiated instruction, and technology interventions (Reading Plus, Lexia, and Destination Math). Also, the school has an increasing number of identified Special Education and Bilingual students and as such, the hiring of HQTs and appropriately certified staff is key to impacting instruction and student achievement. By sustaining the current efforts and increasing staff, we would achieve our goal of preparing and ensuring that all our students are college and career ready.

3	Increase science achievement by using the district supported curriculum and increase the current integration of reading and writing with Science and Technology through the Common Core State Standards.	According to ISAT Science data, our overall scores in the 4th grade have decreased slightly, but the percentage of students "exceeding" category has increased. In the 7th Grade, we have seen both a decrease in overall score and the "meets & exceeds" categories. By providing more support in the upper grades and sustaining our current efforts in the lower grades, such as replenishing supplies and continued support in the classrooms with technology resources, such as BrainPop and other classroom tools--we will be able to accomplish our goal of improving student achievement and meeting our performance goals.
4	Strengthen family and community involvement by increasing the quantity and quality of extended learning activities and home-school communications.	Based on surveys, feedback and input from the BAC, NCLB-PAC, and LSC--the school is providing appropriate services that keep the parents and community informed and abreast of what is taking place at the school. The school will continue its regular, effective two-way communication between school staff and families regarding student expectations and student progress. Through our collaborative relationship with the Southwest Youth Collaborative, the school will continue providing training and resources to promote educational, recreational, and social programs for the children of Peck and their families.
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 a rigorous curriculum in Reading and Math that is aligned to the Common Core Standards in order to increase student proficiency and improve our students' college and career readiness.	According to the data (DIBELS, IDEL, Scantron, mClass, Explore), our ISAT reading trends dropped slightly and have incrementally increased in Math in recent years. By identifying student deficits in learning and utilizing the necessary interventions, such as Reading Plus, Lexia, and Destination Math--student achievement in the core curriculum will be positive and support our goal of increasing our "Exceeding" percentage rate in Literacy and

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide staff development (K-8) on the implementation of Writers Workshop, Guided Reading, Literature Circles, and Destination Math.	Instruction	All	ILT	On-going	On-going	On-Track	These curriculum frameworks are designed to differentiate instruction so that teachers can reach all students, especially students with disabilities and the struggling readers.
To improve educational outcomes and ensure high-quality education attainment, utilize the SES and other After-School reading and math tutoring programs provided by SES and other agencies.	After School/ Extended Day	All	R. Bermejo	On-going	On-going	On-Track	Tutoring is available to help all students who are eligible (students who receive free and reduced lunch) and show a lack of proficiency in reading. The school received additional seats in April in order to support students who were earlier wait-listed.
Family Math & Technology and Literacy Night with Scholastic Book Fair and teacher planned and provided activities.	Parental Involvement	All	ILT	Quarter 1	Quarter 3	On-Track	To help promote literacy and math skill development for all students and their families by having students and their parents do comprehension, writing, and word study activities in school, with teachers, that they can then do at home together. There is also the opportunity for students to purchase books, in English or Spanish, at the Scholastic Book Fair to have books available at home to read.
"Read to Succeed" Six Flags 6-Hour Reading Club	Other	All	ILT	Quarter 1	Quarter 3	On-Track	This program encourages children in grades K-6 to read for fun. Every student who completes 6 hours of recreational reading is eligible for a free admission ticket at a Six Flags theme park.

Strategic Priority 1

Classroom libraries, Accelerated Reader, leveled bookroom, and other literacy resources.	Instructional Materials	All	ILT	On-going	On-going	On-Track	Fiction and non-fiction books, in English and Spanish, for classroom libraries will be purchased to address the different instructional levels of the students, especially for the ELL students and SWD. Books in the primary grades' library will be checked out by students to take home and read with their parents and returned with a book report or AR quiz. The school will continue to add to the Scholastic leveled bookroom in both English and Spanish and purchase 900 student licenses for AR.
"Book-It" Reading incentive Program	Other	All	ILT	Quarter 1	Quarter 3	On-Track	Pizza Hut rewards the reading accomplishments of students in grades K-6 with praise, recognition, and free pizza.
Lexia, Headsprout, and Reading Plus computer interventions will continue to be implemented.	Equipment/ Technology	All	ILT	On-going	On-going	On-Track	Online literacy intervention programs for all students who need extra support. These programs, with the exception of Headsprout, will continue to be implemented.
Develop a Partnership with West Lawn Library	Parental Involvement	All	ILT	On-going	On-going	On-Track	Librarian from West Lawn Public Library comes to school to promote using the library, speaking to both students and parents. He has arranged field trips to the library for both Kindergarten and Head Start parents and their children. The librarian gives information to all students about programs being offered at the library and implements an Early Literacy Program for our Head Start students using music to develop oral language.
Professional Development fees to attend various literacy and mathematics workshops.	Instruction	All	ILT	On-going	On-going	On-Track	Conference fees/workshop fees for the teachers to attend their professional development.
Purchase math resources and manipulatives to supplement the curriculum.	Instructional Materials	All	M. Clouston V. Alonso	On-going	On-going	On-Track	A variety of manipulatives, games, and written materials will be purchased to address the different instructional levels of the students, especially for the ELL students and SWD.
High School Algebra for Middle Grade Students	After School/ Extended Day	Other student group	M. Clouston V. Alonso	On-going	On-going	On-Track	Eighth grade students have the opportunity to take a high school level algebra course to be prepared to take more advanced coursework in high school.
Hire teachers in the fine arts in order to address the various learning modalities of student population	Staffing	All	Principal	On-going	On-going	On-Track	



Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
<p>Provide enhanced support and instructional opportunities for students with disabilities and LEP students in the core instructional program and increase language proficiency so that bilingual students transition successfully into the general education program.</p>	<p>According to ACCESS data, the majority of our students are identified as "developing" and "expanding" in their language proficiency levels. These two subgroups need the continued support systems currently in place, such as intensive support during the school-day and after-school tutoring, differentiated instruction, and technology interventions (Reading Plus, Lexia, and Destination Math). Also, the school has an increasing number of</p>

Action Plan

Monitoring

[illegible]



Strategic Priority 2



Strategic Priority 3

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

Strategic Priority Description	Rationale
Increase science achievement by using the district supported curriculum and increase the current integration of reading and writing with Science and Technology through the Common Core State Standards.	According to ISAT Science data, our overall scores in the 4th grade have decreased slightly, but the percentage of students "exceeding" category has increased. In the 7th Grade, we have seen both a decrease in overall score and the "meets & exceeds" categories. By providing more support in the upper grades and sustaining our current efforts in the lower grades, such as replenishing supplies and continued support in the classrooms with

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Integrate technology to support core curriculum.	Equipment/ Technology	All	ILT	On-going	On-going	On-Track	LCDs, ELMOs and computers (both laptops and desktops) will be purchased to supplement and upgrade current programs associated with the core curriculum. Upgrades will be implemented on current equipment that is older than five years.
Continue BrainPop as an online educational resource for teachers and students.	Instructional Materials	All	M. Clouston	Quarter 1	On-going	On-Track	Creates animated curriculum-based content that supports educators and engages all students with BrainPop Jr. for K-3, BrainPop in English and Spanish, and BrainPop ESL. They feature free lesson plans, video tutorials, PD tools, graphic organizers and best practices for teachers. It is ideal for both group and one to one setting.
Science Day and showcase the students' science fair projects and other activities that are being done in the classrooms.	After School/ Extended Day	All	A. Scampini	Quarter 1	Quarter 4	On-Track	All students in grades 6-8 have the opportunity to do a science day project. This allows all students in these grades to participate. These are on display with students explaining and demonstrating the projects. Different classrooms are set-up for students of every grade level and their families to perform some of the science curriculum activities and offer extension activities to parents that can be done at home.
Green Teacher Network, school garden and Science Club.	After School/ Extended Day	All	A. scampini	On-going	On-going	On-Track	Extra curricular activities that take place after-school to extend the development of the science curriculum using the school garden.

Strategic Priority 3

[illegible]



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
Strengthen family and community involvement by increasing the quantity and quality of extended learning activities and home-school communications.	Based on surveys, feedback and input from the BAC, NCLB-PAC, and LSC--the school is providing appropriate services that keep the parents and community informed and abreast of what is taking place at the school. The school will continue its regular, effective two-way communication between school staff and families regarding student expectations and student progress. Through our collaborative relationship with the Southwest Youth

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a working partnership with the SouthWest Youth Collaborative	After School/Extended Day	Not Applicable	Bermejo	Quarter 1	Quarter 1	On-Track	Design programs and services in consultation with SWYC.
Design programs and services in consultation with SWYC.	After School/Extended Day	Not Applicable	Bermejo/SWYC	Quarter 1	Quarter 2	On-Track	Programs were identified and resources were ordered. Identify and staff human capital for program implementation.
Identify and staff appropriate human capital resources for program implementation.	Staffing	Not Applicable	SWYC	Quarter 2	Quarter 2	On-Track	All programs were staffed and resources were ordered and received. Begin programming by/before Thanksgiving Break or earlier.
Organize and coordinate Parent ESL Classes and Parent Computer Classes	Parental Involvement	Not Applicable	SWYC	Quarter 2	Quarter 2	On-Track	Classes are offered Mon.-Thurs., 9:00-10:00AM to parents who want to learn English and Mon. & Wed. from 3:30-5:00 PM computer classes are offered Tues. and Thurs. from 3:30-5:00PM.
Parent Workshops, seminars, and conferences.	LSC/ PAC/ PTA	All	LSC, BAC, NCLB-PAC	On-going	On-going	On-Track	Encourage parents to attend workshops, seminars, and conferences to improve their effective participation in the educational process of their children.
Open House	Parental Involvement	All	ILT	Quarter 1	Quarter 1	On-Track	At the beginning of the school year, an Open House is held for parents to come and meet their child's classroom teacher and be made aware of the school-wide and classroom expectations.
A consultant to train parents on parental skills, parents participation in the education of their children and their school success.	Parental Involvement	All	LSC, BAC, NCLB-PAC	On-going	On-going	On-Track	Provide the opportunity for parents to attend parenting classes at Peck.
Develop a school-wide parent volunteer program	LSC/ PAC/ PTA	All	LSC, BAC, NCLB-PAC	On-going	On-going	On-Track	BAC/PAC members are surveying parents for interest and continued development.



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

Action Plan

Monitoring

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