



2012-2014 Continuous Improvement Work Plan

Mary Gage Peterson Elementary School

O'Hare Elementary Network

5510 N Christiana Ave Chicago, IL 60625

ISBE ID: 150162990252403

School ID: 610127

Oracle ID: 24941



Mission Statement

Vision: College Graduates. Community Leaders. Cultural Ambassadors

Our purpose or mission is to provide a challenging, backwards-designed curriculum aligned to the Common Core State Standards that guarantees mastery and prepares all students for graduation from college. It will be built upon texts that are complex, represent diverse cultures and experiences, and are relevant to our students and their lives. We will use authentic, performance-based assessments that allow students to transfer their knowledge and skills to real-world situations. Our instruction will address the

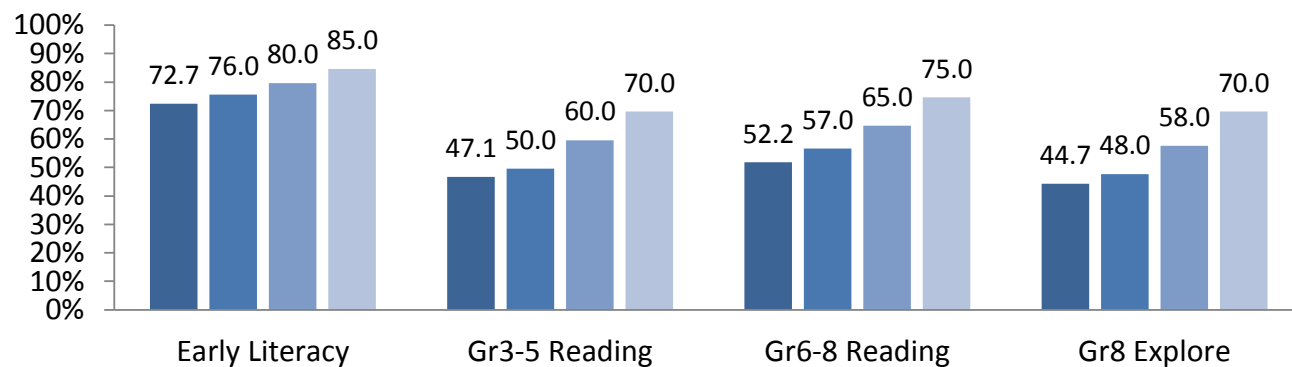
Strategic Priorities

1. School-wide Curriculum- A vertical aligned program based upon the common core standards in all subjects with the appropriate resources for students.
2. School-wide Instruction- A set of common strategies both universal and domain specific across the school that are implemented with fidelity. These strategies should stem from research-based best practices and utilize appropriate 21st century tools.
3. School-wide Culture- An intentionally designed set of pro-social experiences through Responsive Classroom/Developmental Designs/PBIS framework to create an environment focused on college ready interactions. A developmental approach that treats all reactive discipline incidents as a learning opportunity.
4. Response to Intervention- An intentional a data-driven school-wide program and strategies for identifying students and systematizing interventions to determine effectiveness.
5. Family Engagement- The involvement of parents in the day-to-day fabric of the school experience, a welcoming and valuing of all parental contributions to the school community. The proactive communication from the school and teachers to provide parents the information and tools they need and ensure that parents are a

School Performance Goals

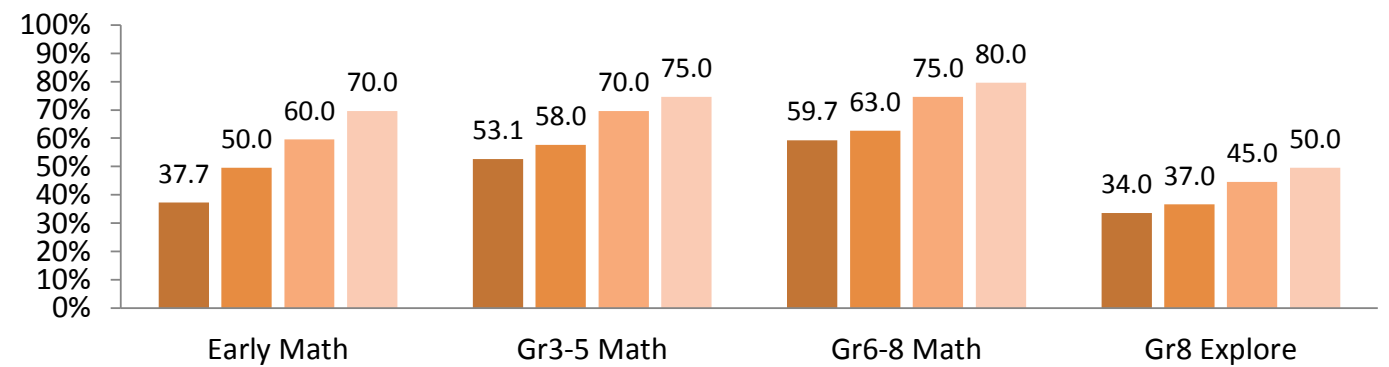
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Mary Gage Peterson 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
Adam Parrott-Sheffer	Principal
Kate Kane	Assistant Principal
Tom Ruby	Classroom Teacher
Laura Jops	Classroom Teacher
Mary Smith	LSC Member
De'Andrea Bell	LSC Member
Karla Holcomb	Parent/ Guardian
Carmen Rodriguez	Parent/ Guardian
Melanie Shank	Parent/ Guardian
Kurt Peterson	Parent/ Guardian
Marti Hindaileh	Support Staff
Kris Wishnoff	LSC Member



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	72.7	76.0	80.0	85.0		Early Math % of students at Benchmark on mClass	37.7	50.0	60.0	70.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	47.1	50.0	60.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	53.1	58.0	70.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.6	56.0	65.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.1	57.0	70.0	75.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	52.2	57.0	65.0	75.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	59.7	63.0	75.0	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.9	55.0	65.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.2	54.0	65.0	75.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	44.7	48.0	58.0	70.0		Explore - Math % of students at college readiness benchmark	34.0	37.0	45.0	50.0



Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.0	96.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	10.3	8.0	7.0	5.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	76.6	92.5	95.0	100.0		ISAT - Reading % of students exceeding state standards	27.5	31.0	40.0	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	85.0	92.5	95.0	100.0		ISAT - Mathematics % of students exceeding state standards	35.5	39.0	45.0	50.0
ISAT - Science % of students meeting or exceeding state standards	77.9	92.5	95.0	100.0		ISAT - Science % of students exceeding state standards	14.6	25.0	35.0	50.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Theory of Action has been developed with 3 year plan and communicated to all stakeholders with stakeholder input.</p> <p>Staff feedback that we need to continue to narrow priorities and to continue to revisit plan to ensure work always aligns.</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			2
	<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. 	<p>Administration works with teams to identify and implement best literacy practices (daily five, reciprocal teaching, bilingual)</p> <p>ILT meetings linked to GLM, but teacher need and interest needs to continue to drive PD and the vision needs to be integrated into all activities.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teachers all have leadership roles as Rtl lead, GL lead, or Learning Team Lead, but the designation and push comes from administration.</p> <p>There have been some school visits, but the practice needs to continue to develop.</p> <p>There needs to develop a more systematized new teacher mentoring and on-boarding process.</p> <p>Bilingual teachers need to be members of the ILT.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>All grade levels represented, but bilingual and counseling need to be added.</p> <p>ILT contributes to PD activities and the creation of sessions, but they do not develop the whole PD or long-term plan.</p> <p>Need to develop capacity to look at big picture data and analyze from multiple sources for decision making.</p>	2
Monitoring and adjusting ----->			
<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>Data is analyzed regularly and decisions are made on how to support kids (Achieve 3000 after school, literacy lab, progress monitoring with NWEA).</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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>Common Template for literacy reading plans. There is a scope and sequence for math and reading.</p> <p>Texts are aligned to criteria in common core for text complexity.</p> <p>Need to continue to backwards map and create performance assessments in all content areas.</p>	
	Instructional materials ----->			3
	<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>Common Curriculum for math, science, and social studies.</p> <p>Common instructional materials such as RA-Z kids, earobics, Read180, Achieve3000, INSIDE curriculum.</p> <p>Continue to purchase additional literacy texts aligned to common core.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<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>Common diagnostic/screening assessments and data is used (NWEA, DIBELS)</p> <p>Multiple assessment methods are used, however local assessments need to be expanded and aligned to standards.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<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>Need to transition to mastery objectives communicated to students verbally and in writing and linked directly to aligned formative assessments (exit slips).</p> <p>Majority of instruction is whole group or independent work.</p> <p>Need for additional push toward more high-level questioning.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<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>RtI Lead team with regular lead and GL meetings.</p> <p>Literacy have progress monitoring tools and interventions school-wide based upon need. Need to develop math versions.</p>	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional development occurs regularly and is aligned to school priorities, but priorities need to be more transparent for all staff members.</p> <p>Implementation of PD experiences and learning is not fully monitored by administration or teacher leaders or is the quality of implementation.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>All practices are in place, but not consistently across different teams within the school.</p> <p>Common processes: common agendas, roles, norms, outcome follow up with notes.</p>	
	Instructional coaching ----->			1
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Improvement plans are in place for teachers still developing, need for plans for majority of teachers who need to be stretched and challenged past-excellence.</p> <p>Need to expand capacity of teacher leaders and school culture to increase those viewed as coaches and supports for each other.</p> <p>Need peer observation framework and shared expectations around observation.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<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>College is clear expectation of most faculty members. Students need more opportunities for leadership and voice within the school community and the curriculum.</p> <p>We are just starting to define what a college going culture looks like based upon an agreed upon five dimensions.</p>	
	Relationships ----->			2
	<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>Systems for ensuring all students have advocates and are known by the school community are needed.</p> <p>Student's classroom experiences need to demonstrate value of home language and culture.</p> <p>Students with disabilities are integrated into the school-wide culture and are engaged in activities.</p> <p>Checkin/check out provides a strong system/procedure for adult advocacy.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Systems are in place for entire school tracked with data. There is a need for more systems around following through and analyzing data regularly to make decisions.</p> <p>Parents need to more deeply know the discipline referral process.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<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. 	<p>School needs to communicate grading system and communicate common core expectations for each grade level.</p> <p>Continue to develop parent supports for high school transition.</p> <p>School performance is provided regularly to families through Principal Reports, weekly newsletters, and parent-teacher conferences. Teachers provide parents with scope and sequence for grade levels.</p>	
	Ongoing communication ----->			2
	<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. 	<p>There is a weekly principal letter, but need more opportunities and systems for two-way communication.</p> <p>Need for more systems to support families who speak other languages.</p>	
	Bonding ----->			3
	<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. 	<p>Need to continue to build authentic performances open to the community.</p> <p>Multiple concerts, musical, monthly events and speakers are available to make connections to families.</p> <p>Additional evidence is growth in number of volunteers at the school.</p>	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Teachers and administration go well beyond normal work hours and practices to connect with at-risk students or families including home visits and regular communication. More work to include social services agencies could make this more effective.	
	College & Career Exploration and election ----->			1
	<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. 	There is a 7th Grade College & Career Encore class. More needs to be accomplished inculcating students in younger grades.	
Academic Planning ----->			1	
<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. 	Need for more opportunities for college planning and to challenge all students through rigorous curriculum..		
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. 	afterHours, arts activities, and sports allow for the development of the whole child. Programming is year long and allows for leadership development.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>All students participate, but need to be a partner in understanding the importance and next steps based upon results.</p>	
	College & Career Admissions and Affordability ----->			4
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>Not Applicable</p>	
Transitions ----->			1	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Stronger relationships need to be developed with the high schools. Students need to better know which high schools to go to for which talents and goals.</p> <p>Student transition into Kindergarten is built with pre-K tours and a Kindergarten tea for new families.</p> <p>Expectations are made clear in parent conferences with a middle school contract for kids who are failing benchmark grades. Tutoring</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Lots of small grants, but need for larger and strategic long-term grants and funding partners.</p> <p>Resource funding is focused on items that will bring largest gains to student achievement (Achieve, Read180, novels, Software)</p>	
	Building a Team ----->			3
<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Hiring is based upon vacancies.</p> <p>Most candidates are not previously connected to the school.</p> <p>Interview process needs to be more transparent to both candidates and current staff. Process currently includes model lessons, multiple stakeholders interviews with current staff, and phone screenings.</p> <p>Grade level teams are strategically designed.</p>		
Use of Time ----->			4	
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Schedule allows for 45-90 minutes of planning available daily.</p> <p>Students have structured intervention programs both during the school day and after school as supplements and supplants to general education program.</p>		

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

Vision: College Graduates. Community Leaders. Cultural Ambassadors

Our purpose or mission is to provide a challenging, backwards-designed curriculum aligned to the Common Core State Standards that guarantees mastery and prepares all students for graduation from college. It will be built upon texts that are complex, represent diverse cultures and experiences, and are relevant to our students and their lives. We will use authentic, performance-based assessments that allow students to transfer their knowledge and skills to real-world situations. Our instruction will address the needs of our students and will be designed to support all learners. We will build a caring and safe environment that cultivates the intellectual, physical, social, and emotional growth of our students while honoring the uniqueness of our students and respecting their gifts and talents. We will build partnerships with families identifying the crucial role they play in the development of their child, encouraging their presence in the hallways, classroom, and working with us to plan extracurricular activities. We will collaborate with the community to ensure that all families have equitable and ample access to information and

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	School-wide Curriculum- A vertical aligned program based upon the common core standards in all subjects with the appropriate resources for students.	In order to meet the higher standards of the Common Core assessments, we are working to create backwards designed units so that we can make college readiness expectations on the EXPLORE (39% are ready in reading, 49% in math). Additionally we have several classes on grade level, but not making growth because the curriculum is not aligned to the college readiness standards.
2	School-wide Instruction- A set of common strategies both universal and domain specific across the school that are implemented with fidelity. These strategies should stem from research-based best practices and utilize appropriate 21st century tools.	There is a need to develop common literacy strategies that allow students to comprehend and access complex texts to be ready for the common core. With 1/3 of our middle school students below grade level in reading, we need efficient and effective literacy instruction in order to get students to grade level.
3	School-wide Culture- An intentionally designed set of pro-social experiences through Responsive Classroom/Developmental Designs/PBIS framework to create an environment focused on college ready interactions. A developmental approach that treats all reactive discipline incidents as a learning opportunity.	While discipline and attendance are not significant issues at Peterson, the development of a college-ready culture is crucial to our success achieving our academic goals according to the school-effectiveness framework. We must develop a vision and plan for what this proactive culture looks like and determine the measures we will utilize to recognize when we have achieved it.
4	Response to Intervention- An intentional a data-driven school-wide program and strategies for identifying students and systematizing interventions to determine effectiveness.	About half of our students are not making typical growth on the NWEA at both the high and low end of the bell curve. We have a significant amount of students below grade level in math and reading. We need to be intentional in how we target and monitor support for these students.

5

Family Engagement- The involvement of parents in the day-to-day fabric of the school experience, a welcoming and valuing of all parental contributions to the school community. The proactive communication from the school and teachers to provide parents the information and tools they need and ensure that parents are a partner and not simply recipients of information and decisions.

The parent community regularly engaged in Peterson events as evidenced through volunteer sign in sheets, community event ticket sales, and conferences is not reflective of the diversity of our population. We must develop ways to engage and leverage all parent and family members within the school community. We must have more consistent communication systems and clearer more rigorous expectations for communication throughout the year.



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
School-wide Curriculum- A vertical aligned program based upon the common core standards in all subjects with the appropriate resources for students.	In order to meet the higher standards of the Common Core assessments, we are working to create backwards designed units so that we can make college readiness expectations on the EXPLORE (39% are ready in reading, 49% in math). Additionally we have several classes on grade level, but not making growth because the curriculum is not aligned to the college readiness standards.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop Literacy Scope and Sequence based upon Common Core tuned based upon Peterson Text Criteria	ILT/ Teacher Teams	All	Teachers	Summer 2012	Summer 2013		
Develop 6 backwards mapped units per grade level in literacy utilizing Common Core Curricular Maps as base.	Instructional Materials	All	Teachers	Summer 2012	Quarter 4		
Draft and implement school-wide writing scope and sequence and common writing rubrics.	Instructional Materials	All	Teachers	Summer 2012	Quarter 4		
Fully Implement Bilingual Inside Curriculum	Instruction	English Language Learners	Teachers	Summer 2012	Quarter 4		
Special Education IEPS align to common core standards	Instruction	Students With Disabilities	Teachers	Summer 2012	Quarter 4		
Full Implementation of Common Core in all classrooms	Instruction	All	Teachers	Summer 2013	Year 2		
Backwards designed revised unit plans with authentic performance assessments and clear rubrics aligned to the standards	Instructional Materials	All	Teachers	Summer 2013	Year 2		
Integrated complex texts and informational texts	Instructional Materials	All	Teachers	Summer 2013	Year 2		
Aligned and coherent writing scope & sequence with Common writing products and rubrics.	Instructional Materials	All	Teachers	Summer 2013	Year 2		
Multiple Opportunities for Argumentative writing, explanatory writing, and Narrative writing in all classes	Instruction	All	Teachers	Summer 2013	Year 2		
Consistent Use of Student Exemplars	Instructional Materials	All	Teachers	Summer 2013	Year 2		



Strategic Priority 1

Dual Language Classes for Second Language Learners and Implementation of INSIDE curriculum with Revisions based upon student need.	ILT/ Teacher Teams	All	Teachers	Summer 2013	Year 2		
Purchase assistive technology for universal instruction (Achieve3000, iPads, Earobics, computers, SmartBoards, ELMOs, Reading A-Z, Read180, etc)	Supplies	All	Principal	Summer 2012	On-going		
Purchase texts for school wide literacy scope.	Supplies	All	Principal/Teachers	Summer 2012	On-going		
Review Common Core Updates for Everyday Math/CMP to revise math planning	ILT/ Teacher Teams	All	Teachers	Summer 2012	Summer 2012		
Integrate ENCORE into communication loops and core curriculum planning	Staffing	All	ENCORE	Summer 2012	Quarter 4		
Implementation of Portfolios as a tool of assessment with performance assessments	Instruction	All	ILT	Year 2	Year 2		
Identify and develop plan for grading/assessment based upon mastery	Instruction	All	Teachers	Year 2	Year 2		



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
School-wide Instruction- A set of common strategies both universal and domain specific across the school that are implemented with fidelity. These strategies should stem from research-based best practices and utilize appropriate 21st century tools.	There is a need to develop common literacy strategies that allow students to comprehend and access complex texts to be ready for the common core. With 1/3 of our middle school students below grade level in reading, we need efficient and effective literacy instruction in order to get students to grade level.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify and implement common literacy strategies across grade levels, bilingual, and special education.	Instruction	All	Teachers	Quarter 1	On-going		
Math common numeracy strategies identified and implemented.	Instruction	All	Teachers	Quarter 1	On-going		
Research differentiation, define collectively, begin implementation.	Instruction	All	Teachers	Quarter 1	On-going		
Implement Peer Observation and Rounds	Professional Development	All	Teachers	Quarter 1	On-going		
Use Cycle of Improvement to consistently adjust instructional practice- Assessment, Analysis, Action Development and use of common tools for literacy and numeracy strategies (Graphic Organizers, common language).	Professional Development	All	Teachers	Quarter 1	On-going		
Differentiated content, process, and product in all classrooms in order to meet the needs of Diverse Learners	Instruction	All	Teachers	Summer 2012	On-going		
Consistent Peer Observation Schedule and Common Tools for Peer Dialogue about practice	Professional Development	All	Teachers	Year 2	On-going		
Fund lesson study process for professional development	Professional Development	All	Teachers	Summer 2012	On-going		
Fund professional development on backwards design and UbD	Professional Development	All	Teachers	Summer 2012	On-going		
Fund professional development on literature circles and literacy practices	Professional Development	All	Teachers	Summer 2012	On-going		
ENCORE observes and meets with other like subject teachers.	Professional Development	All	ENCORE/PAL	Quarter 3	On-going		
Implement Looping Model for 1st & 2nd Grade	Instruction	All	PAL/Teachers	Quarter 1	On-going		



Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
School-wide Culture- An intentionally designed set of pro-social experiences through Responsive Classroom/Developmental Designs/PBIS framework to create an environment focused on college ready interactions. A developmental approach that treats all reactive discipline incidents as a learning opportunity.	While discipline and attendance are not significant issues at Peterson, the development of a college-ready culture is crucial to our success achieving our academic goals according to the school-effectiveness framework. We must develop a vision and plan for what this proactive culture looks like and determine the measures we will utilize to recognize when we have achieved it.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Vision and Mission known by entire community	Other	All	Principal/AP	Summer 2012	Quarter 2		
School-wide rituals and routines established, taught during orientation and in classrooms, monitored, and centered around vision.	Instruction	All	Teachers	Summer 2012	Quarter 2		
Use of common classroom rituals and routines (examples: no opt-out, cold call, 100%)	Instruction	All	Teachers	Summer 2012	Quarter 3		
School-wide celebrations established and implemented to live Peteron's vision: community, culture and college.	Other	All	All	Summer 2012	Quarter 1		
Consistent implementation of discipline referral process	Other	All	Principal/AP	Summer 2012	Quarter 4		
On-going two-way communication with parents	Parental Involvement	All	Principal/AP	Summer 2012	On-going		
All teachers attend professional development on Responsive Classroom or Developmental Designs and PBIS.	Professional Development	All	Teachers	Summer 2012	On-going		
Vision and mission taught and lived in orientation for students, new staff, and in school-wide rituals and routines such as celebrations	Instruction	All	Principal/AP/Teachers	Summer 2013	Year 2		
Students and Staff collaboratively lead school-wide celebrations	Other	All	Teachers/Students	Summer 2013	Year 2		
Fund Playworks as resource and culture intervention	Supplies	All	Principal	Summer 2012	Year 2		
Develop mentorship program for students who need it.	Other	Other student group	Principal	Summer 2012	Year 2		
Consistent administration presence in all classrooms and building relationships with students.	Instruction	Other student group	Principal	On-going	On-going		

Strategic Priority 4

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

Strategic Priority Description	Rationale
Response to Intervention- An intentional a data-driven school-wide program and strategies for identifying students and systematizing interventions to determine effectiveness.	About half of our students are not making typical growth on the NWEA at both the high and low end of the bell curve. We have a significant amount of students below grade level in math and reading. We need to be intentional in how we target and monitor support for these students.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use of relevant data to determine needed interventions	ILT/ Teacher Teams	Other student group	RtI Team	Summer 2012	Quarter 4		
Intervention programs implemented with fidelity for students 2 or more grade levels below in reading.	ILT/ Teacher Teams	Other student group	RtI Team	Summer 2012	Quarter 4		
Use of common reading interventions and progress monitoring tools in Phonemic Awareness, Phones, Fluency, Vocabulary, Comprehension, and Writing	Instruction	Other student group	Teachers	Summer 2012	On-going		
Use of common intervention programs for students two or more grade levels below in math.	Instructional Materials	Other student group	Teachers	Summer 2012	On-going		
Implementation of consistent process for behavioral interventions	Professional Development	Other student group	All	Summer 2012	On-going		
Full Implementation of Math/Reading RtI	ILT/ Teacher Teams	Other student group	All	Year 2	On-going		
Analysis by teachers of relevant data to use to determine interventions (NWEA, DIBELS, CCSS, Teacher Created performance assessments)	ILT/ Teacher Teams	Other student group	Teachers	Year 2	On-going		
Integrate ELL/Special education into grade level teams with common language and school-wide understanding of intervention supports available and needed.	Instruction	Other student group	Teachers	Quarter 2	On-going		
Professional development on the use of DesCartes for instruction	Professional Development	All	Teachers/Principal	Summer 2012	On-going		



Strategic Priority 4

Identify and purchase additional math enrichment resources	Supplies	Other student group	Teachers	Summer 2013	Year 2		



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
Family Engagement- The involvement of parents in the day-to-day fabric of the school experience, a welcoming and valuing of all parental contributions to the school community. The proactive communication from the school and teachers to provide parents the information and tools they need and ensure that parents are a partner and not simply recipients of information and decisions.	The parent community regularly engaged in Peterson events as evidenced through volunteer sign in sheets, community event ticket sales, and conferences is not reflective of the diversity of our population. We must develop ways to engage and leverage all parent and family members within the school community. We must have more consistent communication systems and clearer more rigorous expectations for communication

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish tools to provide information for parents: parent folder with parent handbook and volunteer manual.	Parental Involvement	All	AP/PAC	Summer 2012	Summer 2012		
Establish and implement training for parent volunteers aligned to mission, vision, and values	Parental Involvement	All	AP/PAC	Summer 2012	On-going		
On-going two-way communication with parents through newsletter, e-mails, phone calls, and conferences	Parental Involvement	All	PAL/AP/Teachers	Quarter 1	On-going		
Workshops for parents on key drivers for success in curriculum and instruction	Parental Involvement	All	PAC	Quarter 1	On-going		
Student teachers from local universities and established contract pre-sent for student teaching at Peterson	Staffing	All	Assistant Principal	Summer 2012	Summer 2012		
Work with local partners and organizations to meet the needs of students	Other	All	Principal/LSC	Summer 2012	On-going		
Credit for Peterson teachers from local universities and beginning student partnerships with univeristies	Other	All	PAL/AP	Summer 2013	On-going		
Create plan for supporting students who leave for several months during the school year for cultural reasons	Instructional Materials	English Language Learners	Bilingual Team	Summer 2012	On-going		



Strategic Priority 5
