



2012-2014 Continuous Improvement Work Plan

George B Swift Elementary Specialty School

Ravenswood-Ridge Elementary Network

5900 N Winthrop Ave Chicago, IL 60660

ISBE ID: 150162990252477

School ID: 610196

Oracle ID: 25571



Mission Statement

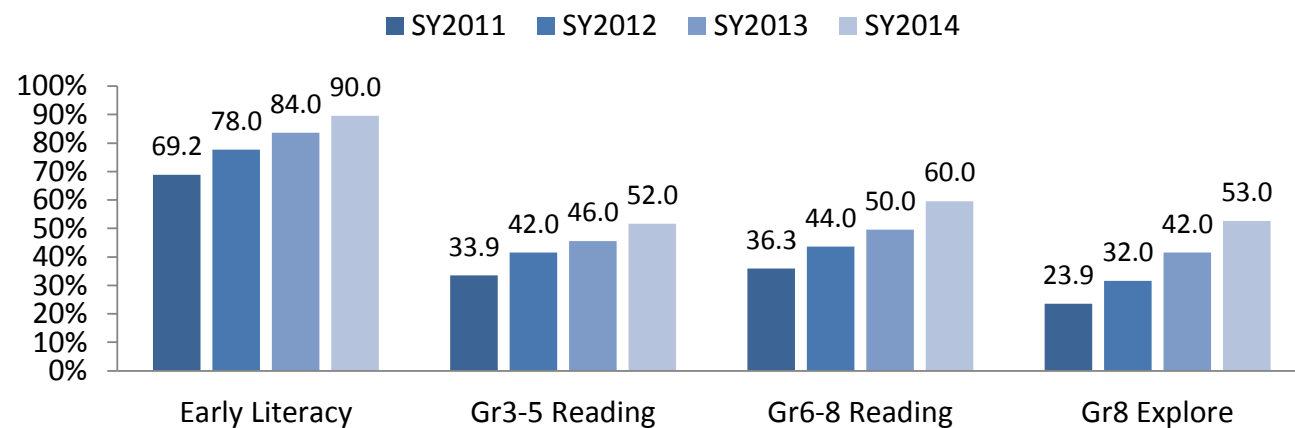
By emphasizing literacy and the integration of fine and performing arts across the curriculum, considering these to be keys to achievement in all disciplines, Swift faculty and staff expect a high degree of success in making its vision manifest. Faculty and staff will work as a team, embracing the school's diverse population, comprised of a high percentage of English Language Learners and Special Education students. Swift will promote collaboration between all teachers through common planning time and targeted professional development to support staff and students, so that each learns from the others. Swift is also committed to providing professional development for parents at regularly scheduled PAC/Bilingual Parent Meetings.

Strategic Priorities

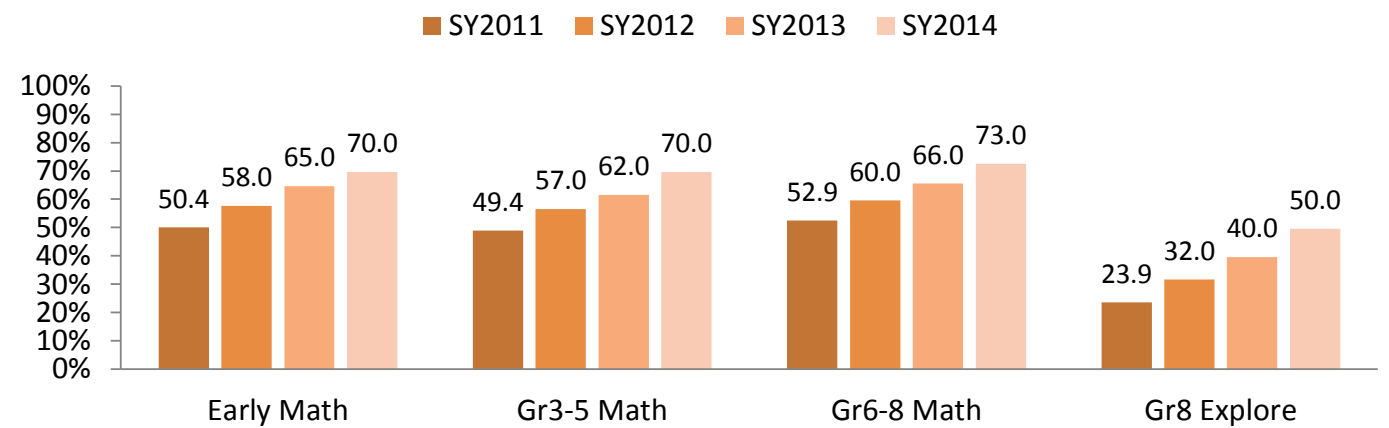
1. Teachers hone their ability to solicit higher order thinking and products.
2. Teachers are mindful that all students are accountable.
3. Teachers create tasks that are rigorous to promote students to exceeds.
4. Implement best bilingual/ELL practices in differentiated instruction and Arts Integration based on WIDA Standards. This should occur in all inclusion programs involving ELL students to ensure equal access to quality Swift curricula.
5. Provide regular engagement opportunities to families on a monthly basis to improve parent perception of engagement and build meaningful partnerships that support student learning.

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:	George B Swift Elementary Specialty 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
Harlee S. Till	Principal
Salvatore J. Cannella	Assistant Principal
James Kitia	LSC Member
Alison Brock	Classroom Teacher
Carlos Irizarry	Classroom Teacher
Mary Geers	Classroom Teacher
Sabina Isic	ELL Teacher
Mary VanGeem	Special Education Faculty
Sucharitha Rao	Classroom Teacher
Jill Mazzone	Classroom Teacher
Natasha Khan	Parent/ Guardian
Gordon McCall	Classroom Teacher



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	69.2	78.0	84.0	90.0		Early Math % of students at Benchmark on mClass	50.4	58.0	65.0	70.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.9	42.0	46.0	52.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	49.4	57.0	62.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.5	63.0	70.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	63.3	71.0	77.0	85.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	36.3	44.0	50.0	60.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	52.9	60.0	66.0	73.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.2	59.0	60.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	58.2	66.0	73.0	80.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	23.9	32.0	42.0	53.0		Explore - Math % of students at college readiness benchmark	23.9	32.0	40.0	50.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.3	97.0	98.0	99.0					
					Misconducts Rate of Misconducts (any) per 100	6.0	7.0	5.0	3.0

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	70.6	75.6	80.0	85.0		ISAT - Reading % of students exceeding state standards	16.2	22.0	28.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	83.5	88.0	90.0	95.0		ISAT - Mathematics % of students exceeding state standards	25.4	31.0	37.0	45.0
ISAT - Science % of students meeting or exceeding state standards	74.2	80.0	85.0	90.0		ISAT - Science % of students exceeding state standards	14.2	20.0	25.0	35.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<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>(+) We have teacher created Theory of Action goals that are measurable and obtainable.</p> <p>(+) There are NOT too many competing priorities.</p> <p>(-) Follow through and larger plan for the implementation of Theory of Action goals is still needed.</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<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>(+)Professional development is linked well with team meetings. Teacher created/recommended PD that reflects teacher interest and need well encouraged.</p> <p>(+) Culture of college and career readiness is more of a priority. (-) However motions to cultivate that culture are still in the first stages. Explore preparation, college visits, etc.</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>(+) Each teacher is given to voice their thoughts at all meetings and in all endeavors.</p> <p>(-) About 10 to 12 teachers lead the way in volunteering, leading groups, organizing events, building curriculum, etc. Less than half of entire staff.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			
<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>(+) ILT attempts to address concerns based off staff feedback.</p> <p>(+) Tools/handouts to assist staff with Theory of Action goals are created and shared well within the school.</p> <p>(+) ILT is responsive to Network advice and strategies in achieving school goals.</p> <p>(+) Theory of Action and improvement is becoming more a part of the school dialogue</p> <p>(+) ILT active in presenting PD both within the school and the Network.</p> <p>(-) Channels of communication between ILT and all teachers is very informal and, as a result, slow.</p>	<p>3</p>
<p>Monitoring and adjusting -----></p>			
<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>(+) Analysis is done by grade level and instruction to remediate is directed by data.</p> <p>(+) Many reports/sources of data are made available to use.</p> <p>(-) Data is intermittent and, at times, difficult to derive patterns and develop next actions.</p> <p>(-) Grade/Subject level discussions are inconsistent throughout the year.</p>	<p>2</p>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<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. 	<ul style="list-style-type: none"> (+) Science and S.S. curriculums are largely teacher created at grades K-5 (+) Pacing is teacher created (+) Curriculum is leveled (+) Common core and scantron data influences instruction (+/-) Short term goals for ELL and SpEd have supports but long term plans are vague. (-) Some teachers do not follow set curriculum/pacing as other team members (-) Basal/EDM pacing ineffective (-) Common Core standards/text have yet to be used fully. 	
	Instructional materials ----->			2
	<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). 	<ul style="list-style-type: none"> (+) Team planning time allows for the sharing of materials and lesson coordination. (+) Most materials are clearly aligned with standards (-) Some materials are outdated. (-) Science and Social Studies materials are do not adequately address all the broad and vague standards set to be covered in the year. 	
<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 ----->			2
<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. 	<ul style="list-style-type: none"> (+) Data from assessments are used in RTI plans. (+) Collaboration/discussion in use of Common core standards is beginning to evolve. (+) Standardized testing is uniform and data is immediate. (-) Classroom assessment methods are not fully consistent within grade levels or content teams. (-) There are no writing assessments for younger grades. (-) No accommodation for ELL/SpEd in Dibels (-) Classroom data/assessments are not as discussed routinely in grade levels/content teams 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<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. 	<ul style="list-style-type: none"> (+) Bloom's taxonomy is used more in questioning and curriculum building. (+) Standardized testing monitors student progress across quarters and years. Scantron, Dibels, etc. (+) Literacy groups are leveled/tailored with students ability and need in mind. (+/-) Sequencing is driven by ISAT, EXPLORE (-) Math, Science, and Social Studies, are mostly whole group instruction in K-5. (-) Formative assessments are inconsistent from teacher to teacher (-) Some teachers are not consistent team collaboration. 	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<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. 	<ul style="list-style-type: none"> (+) Data is used to address skill gaps (+) BRIs and Dibels are systematic (+) RTI requirements are uniform. (-) Push-in expertise is lacking (-) Large class size inhibits intervention (-) ELL support is strained and sometimes dropped for testing, meetings, etc (-) No primary RTI teacher (-) Remediation falls to teacher after and before school hours 	
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. 	<ul style="list-style-type: none"> (+) Professional development address new school/network initiatives and action goals. (+) Much of this year's professional development was done in-house and staff response indicates the PD was much more effective as a result. (-) No time/commitment for afterschool professional development (-) Teachers are not aware of the year long plan for professional development in advance 	

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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. 	<ul style="list-style-type: none"> (+) Team meetings include special education and ELL teachers when necessary and possible (+) Grade levels use benchmark data to plan (-) Team participation varies (-) ELL/SpEd collaboration varies through the year, starts strong but gets weaker (-) Some team meetings do not work off a fixed agenda (-) Ownership for student learning lies mostly with the individual teacher 	
	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. 	<ul style="list-style-type: none"> (+) Peer observations are planting the seeds of future coaching/focus group plans (-) Currently, there is no perceived new teacher program or coaching plan for teachers in new grades/content 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<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 	(+) Enrichment programs/projects that touch upon college/career are in place. Underwater Robotics, Young Authors, etc. (+/-) Expectations for college are expressed verbally but there are no set programs. (-) No intentional plan to build a college-going culture is in place.	
	Relationships ----->			3
	<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. 	(+) SpEd students are taught in the Least Restrictive Environment. (+) Positive behavior and achievement are celebrated. Student of the Month ceremony, Perfect Attendance ice cream, etc (+) Efforts to bridge home language are constant. Respect for home cultures is paramount.	
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. 	(+) There are few severe altercations within the school. (+) A great majority of students have no write-ups or problems with authority. (-) There is not consistent reinforcement of expectations across grade levels or in teams	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<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"> (+) Teacher websites provide expectations (+) Most parents are responsive to teacher requests for personal conferences. (+) School wide parent meetings are held throughout the year. Curriculum Night, 8th Grade Parent Night, etc. (+) Teachers and staff actively help students and parents investigate high school opportunities. Magnet schools, IB, vocational training, honors programs, etc. (-) Memos sent requesting parents to attend larger meetings do not pull the majority of parents. (-) Expectations and standards are not adequately explained to families with non-English speaking adults 	
	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. 	<ul style="list-style-type: none"> (+) Parent Portal is available for parents to keep aware of student progress (+/-) Parent/teacher communication starts strong in the earlier grades but loss of communication is noticeable as child progresses to higher grade levels. (+/-) Teacher websites communicate well, however updating needs to become more routine. 	
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. 	<ul style="list-style-type: none"> (+) All parents are welcome to visit at any time; parents are encouraged to visit/sit-in on classes. (+) Events throughout the year welcome families to celebrate education with the staff. Reading Night, book fairs, science fairs, international assembly, school musicals, student of the month awards, Kindergarten play, open house, fun day, etc. 	

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
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. 	(+) Refugee organizations work with staff/students to assist in child acclimation (+) School does provide required services to students within the building during school hours. (+) Specialized support staff is available to assist students with needs. Personal nurse, Bus aides, Social Worker, etc.	
	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. 	(+/-) EXPLORE test readiness and awareness of its significance as a school is just beginning. (+/-) Partnerships with Loyola, ISU, and NEIU are valuable, however there are no clear connections in how to work toward attending those institutions in the future. High school course work,	
	Academic Planning ----->			2
<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. 	(+) High performing children are encouraged to participate in enrichment programs (underwater robotics, battle of the books, academic olympics, book clubs,etc). (-) Attempts to recruit lower performing or struggling students to participate in enrichment programs have not been successful. (-) Before 8th grade, there is not a system of indicators shared with parents/students that communicate student readiness and how student performance will impact future opportunities.		
Enrichment & Extracurricular Engagement ----->				
<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. 	N/A		

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 ----->			3
	<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. 	(+) 8th grade students participate in the EXPLORE test. (+/-) EXPLORE test readiness and awareness of its significance as a school is just beginning.	
	College & Career Admissions and Affordability ----->			2
	<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. 	(+/-) Middle school conversations do discuss the realities of being financially prepared for college and beyond. The importance of scholarships, work-study, etc. However, there is little official clear information given to parents about how to plan for college or beyond high school.	
Transitions ----->			3	
	<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. 	(+) Transitions for students between years are seamless, requiring very little work of the parent. (+) The importance of student success at the "benchmark" grades is well communicated to students and parents. Students in those grades are monitored closely throughout that 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.**

	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>(+) Teachers are able to approach administration with specific, sensible requests and resources are allocated.</p> <p>(+/-) Fun Day event is paid for through fundraising. There is some debate about the cost of the event.</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>(+) We have a strong record of keeping exemplary student teachers on as new hires.</p> <p>(+) High caliber staff are recruited when positions become open.</p> <p>(+) There are many ELL endorsed teachers in the lower grades.</p> <p>(+) Most grade level/content teams are intentionally designed, keeping in mind staff strengths and challenges.</p> <p>(+) Partnerships with local universities keep a potential pool of future candidates.</p> <p>(-) Some teams suffer for lack of collaboration and/or yearly shifting of personnel.</p>	
Use of Time ----->			3	
	<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>(+) Middle School is able to have an independent schedule.</p> <p>(+/-) Common planning time is worked into the schedule for most grades, not Kindergarten.</p> <p>(+/-) RTI schedules are in place for most grades, not Kindergarten.</p> <p>(-) There is little time and staff for adequate pull out intervention.</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

By emphasizing literacy and the integration of fine and performing arts across the curriculum, considering these to be keys to achievement in all disciplines, Swift faculty and staff expect a high degree of success in making its vision manifest. Faculty and staff will work as a team, embracing the school's diverse population, comprised of a high percentage of English Language Learners and Special Education students. Swift will promote collaboration between all teachers through common planning time and targeted professional development to support staff and students, so that each learns from the others. Swift is also committed to providing professional development for parents at regularly scheduled PAC/Bilingual Parent Meetings.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers hone their ability to solicit higher order thinking and products.	By incorporating high order thinking in classroom lessons we will better prepare students to be successful in meeting Common Core State Standards.
2	Teachers are mindful that all students are accountable.	We believe it's important for students to have ownership of their progress/educational goal. To do this, it is important that teachers implement programs/systems within the classroom to foster accountability.
3	Teachers create tasks that are rigorous to promote students to exceeds.	To avoid student plateaus, tasks should be differentiated in order to allow every student the opportunity to progress despite having already met the standard.
4	Implement best bilingual/ELL practices in differentiated instruction and Arts Integration based on WIDA Standards. This should occur in all inclusion programs involving ELL students to ensure equal access to quality Swift curricula.	At Swift, we have 331 students in the ELL/Bilingual program who are in need of acquiring English language proficiency that goes beyond basic interpersonal communication skills to build their academic language proficiency. This will enable ELL's to engage in content specific learning that is conducted in English.
5	Provide regular engagement opportunities to families on a monthly basis to improve parent perception of engagement and build meaningful partnerships that support student learning.	We have a need to increase parental engagement as we have below 50% parent perception of engagement and only an "average" rating of involved families.

Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers hone their ability to solicit higher order thinking and products.	By incorporating high order thinking in classroom lessons we will better prepare students to be successful in meeting Common Core State Standards.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of teachers will align CCSS in reading and math lesson plans. Teachers will also note reading and math goals within their science and social science plans.	Instruction	All	Teachers	Quarter 1	On-going		
Within the first 5 weeks of Quarter 1, 100% of teachers will create anchor charts to promote understanding of CCSS higher order thinking verbs.	Instruction	All	Teachers	Quarter 1	On-going		
An outlet will be available for teachers to share or observe best practices (peer observations and reflections done weekly).	ILT/ Teacher Teams	Not Applicable	Teachers/Staff	Quarter 1	On-going		
100% of teachers will plan and implement higher order thinking question based on Bloom's Taxonomy.	Instruction	All	Administration/Teachers	Quarter 1	On-going		
100% of the teachers will attend professional development on higher order thinking provided by the administration, consultants, or by attending conferences, seminars, or workshops.	Instruction	All	Administration	Quarter 1	On-going		
100% of the teachers will use the Mentoring Minds Common Core and Critical Thinking materials to plan lessons the implement critical thinking.	Instructional Materials	All	Administration	Quarter 1	On-going		
Fund professional development for teachers in the form of conferences, seminars or workshops.	Professional Development	Not Applicable	Administration	Quarter 1	On-going		
Fund supplies/materials to continue to support Literacy in the classroom.	Instructional Materials	All	Administration	Quarter 1	On-going		
Fund supplies/materials to support Math in the classroom.	Instructional Materials	All	Administration	Quarter 1	On-going		
Fund supplies/materials to support Science in the classroom.	Instruction	All	Administration	Quarter 1	On-going		



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
Teachers are mindful that all students are accountable.	We believe it's important for students to have ownership of their progress/educational goal. To do this, it is important that teachers implement programs/systems within the classroom to foster accountability.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
At cycle levels, 100% of teachers will develop organizational plans for students involving such tools as note-taking, agendas, organization, etc.	Instructional Materials	All	Teachers/Cycle Leaders & Students	Quarter 1	On-going		
100% of students will monitor their own progress based on NWEA, Scantron, DIBLES, MCLASS, & classroom assessments. Students will be aware of target improvement goals (see goals).	Instruction	All	Teachers & Students	Quarter 1	On-going		
At cycle levels, 100% of teachers will develop and implement a system of rewards/consequences for student accountability in areas such as attendance, homework, behavior, etc.	Instruction	All	Teachers/Cycle Leaders & Students	Quarter 1	On-going		
100% of the teachers will keep the parents informed of student progress as it pertains to accountability goals.	Parental Involvement	All	Teachers/Cycle Leaders & Students	Quarter 1	On-going		
Fund agenda books for all students.	Instructional Materials	All	Administration	Quarter 1	On-going		
Provide funds for incentives for students.	Supplies	All	Administration	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
Teachers create tasks that are rigorous to promote students to exceeds.	To avoid student plateaus, tasks should be differentiated in order to allow every student the opportunity to progress despite having already met the standard.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of teachers will identify students' present level of performance by completing assessments or consulting previous year's/period's scores (See goals).	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
100% of teachers will differentiate lessons based on present level of performance to promote overall growth and increase Exceeds from 16.2 to 24% in Reading and 25.4 to 30% in Math.	Instruction	All	Teachers	Quarter 1	On-going		
At grade levels, teachers will implement projects/activities that allow students to access multiple intellegences and learning styles. Projects will follow units of study in reading, math, science, and social science (or ideally interdisciplinary).	Instruction	All	Teachers	Quarter 1	On-going		
Teachers will identify exceeds students by using available data for various enrichment programs.	After School/ Extended Day	All	Teachers	Quarter 1	On-going		
Fund Before/After School enrichment programs.	After School/ Extended Day	Other student group	Teachers/Administration	Quarter 1	On-going		
Purchase materials to support enrichment programs.	After School/ Extended Day	Other student group	Teachers/Administration	Quarter 1	On-going		
Purchase technology: Smart boards, Elmos, IPADS, and Laptops to help teachers create and teach rigorous lessons.	Equipment/ Technology	All	Administration	Quarter 1	On-going		
Fund transportation to enable 100% of our students to participate in field trips to support their learning.	Other	All	Administration	Quarter 1	On-going		
Fund additional Explore Assessment materials for 100% of our eighth grade students.	Instructional Materials	Not Applicable	Administration	Quarter 1	On-going		



Strategic Priority 3

Purchase novels for school Library and bookroom that support Common Core Standards.	Instructional Materials	All	Administration	Quarter 1	On-going		
Fund 6 teachers to reduce class size that will promote rigor.	Instruction	All	Administration	Quarter 1	On-going		
Fund Art and Music supplies to support Arts Integration.	Instruction	All	Administration	Quarter 1	On-going		
Fund materials for the Book Room to continue to promote Literacy.	Instructional Materials	All	Administration	Quarter 1	On-going		
Fund technical software for technology.	Instructional Materials	All	Administration	Quarter 1	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
Implement best bilingual/ELL practices in differentiated instruction and Arts Integration based on WIDA Standards. This should occur in all inclusion programs involving ELL students to ensure equal access to quality Swift curricula.	At Swift, we have 331 students in the ELL/Bilingual program who are in need of acquiring English language proficiency that goes beyond basic interpersonal communication skills to build their academic language proficiency. This will enable ELL's to engage in content specific learning that is conducted in English.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Ensuring that 100% of ELL students are placed in an appropriate grade level, and the educator is aware of their language proficiency level to plan instruction accordingly.	Instruction	English Language Learners	Teachers/Staff	Quarter 1	On-going		
Aligning with the state's ACCESS criteria to show that we meet state recommended ACCESS increments of improvement in all four English proficiency acquisition language domains.	Instruction	English Language Learners	Teachers/Staff	Quarter 1	On-going		
Providing best ELL strategies to move students from below to meets and meets to exceeds in ISAT, red to yellow and yellow to green in DIBELS, and as well as aligning with Common Core Standards (see goals).	Instruction	English Language Learners	Teachers/Staff	Quarter 1	On-going		
Fund additional Bi-Lingual/ESL teachers and Bi-lingual teacher aide.	Instruction	English Language Learners	Administration	Quarter 1	On-going		
Purchase materials for Bi-Lingual/ESL instruction.	Instructional Materials	English Language Learners	Administration	Quarter 1	On-going		
Fund Before/After School Programs for Bilingual/ESL Instruction.	After School/ Extended Day	English Language Learners	Administration	Quarter 1	On-going		



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
Provide regular engagement opportunities to families on a monthly basis to improve parent perception of engagement and build meaningful partnerships that support student learning.	We have a need to increase parental engagement as we have below 50% parent perception of engagement and only an "average" rating of involved families.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Raise parent perception of engagement to 60%.	Parental Involvement	Not Applicable	Teachers/Staff	Quarter 1	On-going		
Raise involved families rating from Average to Strong.	Parental Involvement	Not Applicable	Teachers/Staff	Quarter 1	On-going		
Create a volunteer committee of teachers/staff to coordinate volunteer and enrichment opportunities for parents in the classrooms throughout the year.	Parental Involvement	Not Applicable	Teachers/Staff	Quarter 1	On-going		
Each cycle level in cooperation with Special Ed and ELL will host events twice a year that provide information and support to parents and families.	Parental Involvement	Not Applicable	Teachers/Staff	Quarter 1	On-going		
Increase the number of whole-family enrichment events (i.e. Reading Night, Math Night, and Career Day).	Parental Involvement	All	Teacher/Staff	Quarter 1	On-going		
Fund whole-Family enrichment events.	Parental Involvement	All	Administration	Quarter 1	On-going		
Purchase Agenda Books to keep parents informed of student assignments and activities.	Parental Involvement	All	Administration	Quarter 1	On-going		
Add funds to Oppenheimer Grant to support school musical.	Parental Involvement	All	Administration	Quarter 1	On-going		



Strategic Priority 5
