



2012-2014 Continuous Improvement Work Plan

Jensen Elementary Scholastic Academy

Garfield-Humboldt Elementary Network

3030 W Harrison St Chicago, IL 60612

ISBE ID: 150162990252288

School ID: 610271

Oracle ID: 29341



Mission Statement

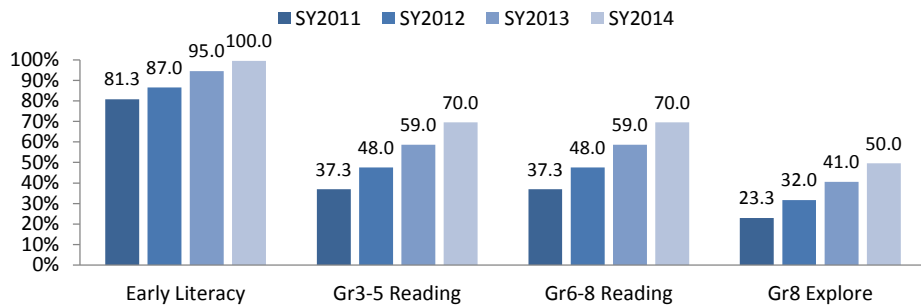
We at Jensen, are committed to empowering all students by providing academic rigor through Literacy, Math, Science and Technology. Our students will be College and Career Ready by cultivating creative thinking, problem solving, and leadership skills.

Strategic Priorities

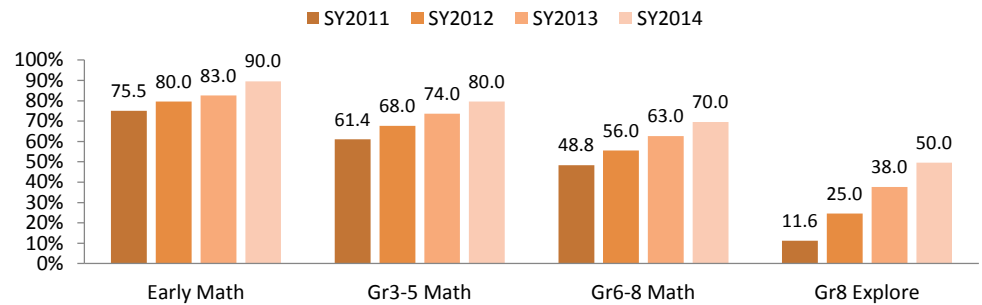
1. Increase student achievement in Literacy by providing rigorous data driven instruction for students in grades KG-8th through the use of leveled-readers, novels, autobiographies, fiction and nonfiction passages. Also the use of the basil will become a reference tool for the teachers to teach reading strategies (including the Special
2. Increase student achievement by developing stable and close relationships with the community by partnering with them to help the families better utilize the community institutions more effectively.
3. Increase student achievement by increasing the parental support in the schools and incorporating parental workshops to assist with learning at home.
4. Establish a safe, welcoming school environment where students receive nurture and support; and families are a viable resource within the school.
5. Celebrate school and student achievements within the community while maximizing community resources.

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](http://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:	Jensen Elementary Scholastic Academy

### Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Catherine F. Jernigan	Principal
Jerone Thompson	Assistant Principal
Catrena Craig	Special Education Faculty
Angela Martin	Classroom Teacher
Casey Barton	Classroom Teacher
Melissa Butcher	Classroom Teacher
Darleshia Griffith	Classroom Teacher
Ida Hudson	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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	81.3	87.0	95.0	100.0	<b>Early Math</b> % of students at Benchmark on mClass	75.5	80.0	83.0	90.0
<b>3rd - 5th Grade</b>									
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	37.3	48.0	59.0	70.0	<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	61.4	68.0	74.0	80.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	58.9	65.0	70.0	77.0	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	78.6	85.0	90.0	95.0
<b>6th - 8th Grade</b>									
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	37.3	48.0	59.0	70.0	<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	48.8	56.0	63.0	70.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	63.2	69.0	75.0	81.0	<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	63.4	69.0	75.0	81.0
<b>8th Grade</b>									
<b>Explore - Reading</b> % of students at college readiness benchmark	23.3	32.0	41.0	50.0	<b>Explore - Math</b> % of students at college readiness benchmark	11.6	25.0	38.0	50.0



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	93.1	95.0	98.0	100.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	17.2	8.0	4.0	2.0

## 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	75.7	80.0	85.0	90.0		<b>ISAT - Reading</b> % of students exceeding state standards	11.7	25.0	38.0	50.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	83.0	87.0	91.0	95.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	20.2	30.0	40.0	50.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	84.2	88.0	92.0	95.0		<b>ISAT - Science</b> % of students exceeding state standards	14.5	26.0	38.0	50.0

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>All grade levels are provided with most recent data upon availability. ILT meets regularly to create strategies and activities to promote growth in areas of weakness according to most recent data analysis.</p> <p>School leaders met with teacher teams at the start of the school year to identify goals to increase the number of students at meets to exceeds in Reading, Math, and Science.</p>	
	<b>Principal Leadership</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Professional development is organized for teacher teams and administrators to attend through the network.</p> <p>Administrators frequently observe instruction through classroom monitoring, providing constructive and timely feedback. Principal is readily available for dialogue with staff regarding student achievement.</p> <p>Administrators establish a system of support to encourage students to reach and understand their goals and expectations.</p> <p>Administration maintains communication with families and community members through use of monthly calendar of events/newsletter, maintaining an active PAC within the school, as well as promoting parent volunteers and parent workshops in the school.</p>	

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<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>ILT consists of a balance of teachers from all grade levels where the professional concerns and opinions are acknowledged.</p> <p>Teacher teams meet to discuss data and student achievement, however inconsistently.</p> <p>Grade level Teacher teams meet informally to collaborate and mirror instruction.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• 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.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>• 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.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>ILT consists of a diverse group of trained and highly functioning teachers.</p> <p>ILT members analyze data to identify trends, strengths and weaknesses in student achievement.</p> <p>ILT develop creative strategies that can be monitored and measured to look for achievement/growth.</p> <p>ILT often functions in isolation and without a clear school-wide communication process.</p>	
<b>Monitoring and adjusting</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Teachers analyze data and design their instruction based upon the data analysis.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<p>Network develops curricular pacing/scope and sequence in the areas of Reading, Math and Science.</p> <p>Teachers develop common units of instruction that are aligned with State Standards</p> <p>Classroom is developed around the diverse needs of all learners through the use of Guided Learning Instruction.</p> <p>Teachers create individualized instructional practice based on Scantron data utilized differentiated learning groups.</p>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Research based text (Storytown ,Glencoe Literature, Everyday Math, Mathematics, FOSS Science, STC Science) are used to align instructional material with the Learning Standards.</p> <p>Teachers create rigorous lesson plans according to CCSS.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Scantron, Dibels, MClass, ARS, AMAT, ASA, ASWD are used as instructional tools.</p> <p>Teachers use informal assessments during differentiated instruction that are aligned with the standards.</p> <p>Rubric scoring and comments are used for student assessments.</p> <p>Teachers provide required accommodations and modifications for assessments according to students IEPs.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>All teacher are verbally communicating CCSS and Network objectives, as well as posting objectives in a clear/visible place within the classroom.</p> <p>All teachers post lessons plans that are aligned with CCSS Standards consistently throughout the building.</p> <p>Teachers create and post explicit instructional charts that are aligned with CCSS and Network.</p> <p>While implementing differentiated instruction, teachers use higher order thinking questions and active reading strategies for guidance.</p> <p>Teachers weekly utilize and modify formative assessments provided by basal series to evaluate student comprehension.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Teachers regroup students using most recent data to form flexible groups.</p> <p>Primary grades have push-in support for reading. Intermediate and upper grades use collaborative learning groups. Teachers provide one-on-one assistance for students who need help. Upper grade students have a double period of Reading each day. Only 3rd and 6th grades have been separated according to ability.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Whole Staff development occurs regularly however determined by the network.</p> <p>Professional development is aligned with school-wide priorities and goals.</p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teachers meet with Special Education teachers to discuss accommodations, modifications, and progress.</p> <p>Grade level teachers have common planning times which allows for collaboration.</p> <p>All teacher teams meetings are guided by an agenda, are data driven, maintain norms, and have sign-in sheets.</p> <p>Teacher team meetings that are data driven have been inconsistent.</p> <p>All grade level meetings have, at least, one ILT member.</p>	
	<b>Instructional coaching</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Teachers openly, and informally, share professional growth experiences within their grade level.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Each day, after the Pledge of Allegiance, students are encouraged "to have a successful college bound day."</p> <p>Several of the classrooms have adopted the names of colleges and universities for identification purposes.</p> <p>College banners are posted throughout the building.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>Some students have formed relationships with adults, and feel comfortable expressing needs.</p> <p>Adult/student relationships involve redirection and respect amongst other staff members.</p> <p>Teachers arrive early to help students with academic areas as needed.</p> <p>Male mentoring program is provided 7th and 8th grade boys.</p> <p>Girls Scouts promote sisterhood and community activism.</p> <p>Social Worker/Counselor conducts self-esteem, self-awareness, and behavior modification peer group, known as Step Up.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Teachers support to each other with in-house discipline issues.</p> <p>Student of the Week program recognizes students with a certificate and a picture posted in a common area.</p> <p>Staff provides a safe environment to all students within the school and on the playground.</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
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Most teachers contact all parents within the first two weeks of school for introduction.</p> <p>School-wide Open House is held within the first three weeks of school to establish goals, expectations, and policies.</p> <p>Teachers maintain a running call log for all parental contact. Details regarding time, reason, and outcome are included in the log.</p>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Monthly calendars/ newsletters are sent home with each student.</p> <p>Primary teachers send home weekly newsletters detailing current status of classroom, upcoming events, homework, study guides, and school events.</p>	
<b>Bonding</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p>School invites parents to attend special events such as assemblies, talent shows, and academic fairs held at the school.</p>	

### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->				
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	Social Worker has provided families with outside services for a variety of concerns. School provides required services as mandated reporters. Several teachers buy students uniforms, school supplies, and pay for field trips.		
	<b>College &amp; Career Exploration and election</b> ----->				
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Most classrooms are named after the teachers alumni schools where college banners are posted throughout the school. Students participate in Annual Career Day at the school.	<b>3</b>	
<b>Academic Planning</b> ----->					
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	Eight grade students are encouraged to apply to schools that coincide with the students interests and career needs.	<b>2</b>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->					
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Common Core State Standards are used to plan lessons. Academic after school programs support student achievement. After school sports activities builds self-esteem, leadership, and team work for students.	<b>2</b>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>8th grade students take the Explore Assessment as a tool for high school placement.</p> <p>The Explore Assessment for 8th graders contains an Interest Inventory that details students' career options which is used for teachers to direct students to possible career choices.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Not Applicable	
	<b>Transitions</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<p>CPS Promotion Policy is distributed to families at Open House and Report Card Pick Up.</p> <p>Administrators meet with upper grade four times a year to discuss promotion policy and expectations.</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
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>Discretionary funds are used to purchase strategic priorities. School has maintained ongoing partnerships with TapRoots and Girl Scouts of America, Chicago Area Alliance, Step Up, State Representative Art Turner's Recognition Program and Congressman Danny Davis's Office.</p> <p>Outside funding ahs been limited to opportunities that limit themselves.</p>	
	<b>Building a Team</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• 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.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Hiring procedures are consistent with practices and policies of CPS. Teacher teams are assembled according to teacher expertise and professional knowledge.</p> <p>New hires come recommended by Prinicipal Networking and teacher/staff referrals.</p>	
<b>Use of Time</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>School schedule is based on CPS time distribution table. All Teachers share common planning times before school. Grade level teachers share planning periods during the school day for collaboration purposes.</p> <p>Intensive students recieve intervention services in the morning block.</p> <p>All classroom incorporate 90 minute Reading block in the morning.</p>	

Date Stamp November 22, 2012



## Mission & Strategic Priorities

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

### Mission Statement

We at Jensen, are committed to empowering all students by providing academic rigor through Literacy, Math, Science and Technology. Our students will be College and Career Ready by cultivating creative thinking, problem solving, and leadership skills.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase student achievement in Literacy by providing rigorous data driven instruction for students in grades KG-8th through the use of leveled-readers, novels, autobiographies, fiction and nonfiction passages. Also the use of the basil will become a reference tool for the teachers to teach reading strategies (including the Special Needs Students) as aligned with ISAT and CCSS standards.	Student achievement will be increased through the use of tailored differentiated instruction where students are immersed in literacy components (with an emphasis on non-fiction) resulting in increased growth and achievement on standardized assessments. Students will also develop a love for reading and become independent readers.
2	Increase student achievement by developing stable and close relationships with the community by partnering with them to help the families better utilize the community institutions more effectively.	Student achievement will be increased through the number of students receiving library cards and using them to check out books independently. Also the use of community resources can increase parental involvement in Reading where parents can learn strategies to help their students at home.
3	Increase student achievement by increasing the parental support in the schools and incorporating parental workshops to assist with learning at home.	Student achievement will be increased through the use of trainings on how parents can support student and school progress. Also the use of on-going workshops will assist the parents with collaborating with the school's curriculums.
4	Establish a safe, welcoming school environment where students receive nurture and support; and families are a viable resource within the school.	Student achievement will be increased through implementing a positive behavioral management system, creating an aesthetically pleasing school environment, and providing students with guidance in decision making and college/career goals resulting in increased school pride and motivation.
5	Celebrate school and student achievements within the community while maximizing community resources.	Student motivation and achievement will be increased by creating transparency between the school and the community, teachers and families, teachers and other staff, and teachers and students.



### 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
Increase student achievement in Literacy by providing rigorous data driven instruction for students in grades KG-8th through the use of leveled-readers, novels, autobiographies, fiction and nonfiction passages. Also the use of the basal will become a reference tool for the teachers to teach reading strategies (including the Special Needs Students) as aligned with ISAT and CCSS standards.	Student achievement will be increased through the use of tailored differentiated instruction where students are immersed in literacy components (with an emphasis on non-fiction) resulting in increased growth and achievement on standardized assessments. Students will also develop a love for reading and become independent readers.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students will take a uniform diagnostic assessments for Reading (Star Reading and Achieve 3000).	Instruction	All	All Reading Teachers	Quarter 1	Quarter 1		Teachers will adjust student reading levels in Accelerated Reader (ZPD) and Achieve 3000.
Teacher Teams will analyze most recent standardized test scores (ISAT, Scantron, CCSS) for grouping purposes.	Instruction	All	Teacher Teams	Summer 2012	Quarter 1		Each class will generate a minimal of three groups.
Teacher Teams will assess current instructional materials across content areas to determine alignment with CCSS.	Instructional Materials	All	Teacher Teams	Summer 2012	Quarter 4		Teacher teams will create a list of appropriate available materials for each grade level.
Provide teachers with continuous CCSS training across content areas with an emphasis on Literacy.	Professional Development	All	Principal/ILT	Summer 2012	Quarter 4		
Provide teachers with continuous RTI training across content areas with an emphasis on Literacy.	Professional Development	All	Principal/Casemanager	Summer 2012	Quarter 4		
Teacher Teams will select appropriate classroom novels for units of study.	Instructional Materials	All	Teacher Teams	Summer 2012	Quarter 4		Teacher Teams will comprise a list of suggested reading materials for purchasing.
Grades 3-8 will attend an after school program with emphasis on reading across content areas.	After School/Extended Day	Other student group	Principal/ Teacher Volunteers	Quarter 1	Quarter 4		
Provide extended instructional time for reading blocks that will include cross curricular content.	Instruction	All	Principal/ Assistant Principal/ Reading Teacher	Quarter 1	Quarter 4		
Utilize Study Island, KidBiz 3000, and Accelerated Reader as supplements for reading instruction.	Equipment/Technology	All	Principal/ Assistant Principal/Reading Teachers	Quarter 1	Quarter 4		
Teacher will set individualized Accelerated Reader Goals each quarter.	Instruction	All	Reading Teachers/ Program Facilitators	Quarter 1	Quarter 4		







**Strategic Priority 2**






**Strategic Priority 3**




### 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
Establish a safe, welcoming school environment where students receive nurture and support; and families are a viable resource within the school.	Student achievement will be increased through implementing a positive behavioral management system, creating an aesthetically pleasing school environment, and providing students with guidance in decision making and college/career goals resulting in increased school pride and motivation.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Maintain an entrance that is bright ,clean, clear of clutter, and has a literal welcome sign.	Other	All	Welcoming Committee	Summer 2012	Quarter 4		
School receptionist will greet everyone who enters with a smile and a courteous hello.	Other	All	School Clerk/ Security	Quarter 1	Quarter 4		
Reincorporate the positive behavioral management system that acknowledges and encourages students to make positive choices.	ILT/ Teacher Teams	All	Principal/ Assistant Principal/ ILT	Summer 2012	Quarter 4		
Create a simplified discipline form for student discipline referrals.	ILT/ Teacher Teams	All	Principal/ Assistant Principal/ ILT	Summer 2012	Quarter 4		
Provide all staff with professional development for classroom management skills (CHAMPS).	Professional Development	All	Principal/ Assistant Principal/ ILT	Quarter 1	Quarter 4		
Create bulletin board schedules for all boards on first floor to correlate with current ARS-17, AMAT, and ASA skills and concepts.	Other	All	Principal/ Assistant Principal/ ILT	Summer 2012	Quarter 4		
Provide in-house professional development for creating attractive,neat, and clutter-free bulletin boards.	Professional Development	All	Principal/ Assistant Principal/ ILT	Summer 2012	Summer 2012		
Post printed pictures of students engaged in learning and extra-curricular activities throughout the school, changing them regularly.	Equipment/ Technology	All	Welcoming Committee	Quarter 1	Quarter 4		



**Strategic Priority 4**


### Strategic Priority 5

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

Strategic Priority Description	Rationale
Celebrate school and student achievements within the community while maximizing community resources.	Student motivation and achievement will be increased by creating transparency between the school and the community, teachers and families, teachers and other staff, and teachers and students.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Maintain a current posting of upcoming school activities on school marquee.	Other	All	ILT/ Security Staff	Summer 2012	Quarter 4		
Post most recent school/ student successes on marquee regularly.	Other	All	ILT/ Security Staff	Summer 2012	Quarter 4		
Create a student-published weekly (or monthly) newsletter that includes contributions from each grade level. The newsletter will highlight the successes and upcoming event at each grade level.	ILT/ Teacher Teams	All	Writing Teacher/ Student Newsletter Club	Summer 2012	Quarter 4		
Continue relationship with Tap Roots program to teach abstinence education.	Other	All	Principal/ Assistant Principal	Quarter 1	Quarter 4		
Establish a PTO (Parent/ Teacher Organization) to seek methods of support for student achievement.	LSC/ PAC/ PTA	All	Principal/ Assistant Principal	Quarter 1	Quarter 4		
Reinstate quarterly assemblies to acknowledge students for Honor Roll and Perfect Attendance, inviting families and designated community members.	Other	All	Principal/ Assistant Principal	Quarter 1	Quarter 4		
Continue relationship with Step Up to encourage students to use effective problem solving skills.	Other	All	Principal/ Assistant Principal	Quarter 1	Quarter 4		
Maintain relationship with State Representative Arthur Turner's office and his Recognition Awards program.	Other	All	Principal/ Assistant Principal	Quarter 1	Quarter 4		
Maintain an on-going relationship with the Chicago Area Alliance in efforts to increase community awareness within the school.	Other	All	Principal/ Assistant Principal	Quarter 1	Quarter 4		
Maintain relationship with Girl Scouts for America as an after school program.			Principal/ Assistant Principal	Quarter 1	Quarter 4		

