



Mission Statement

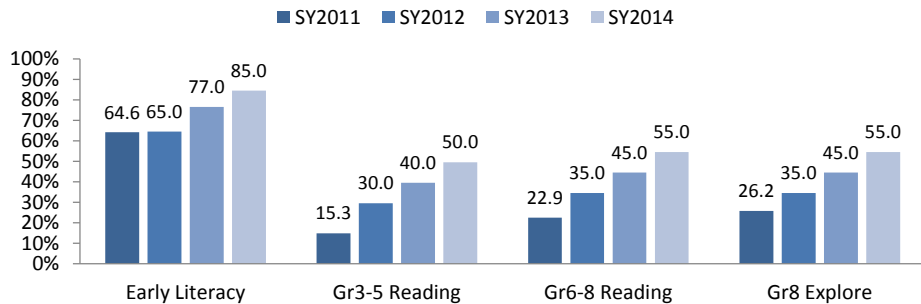
At Morrill School, we educate the whole child. We create a positive, safe, nurturing, student-centered, collaborative learning environment of academic excellence, characterized by a differentiated, rigorous, and standards-based curriculum, where all students become lifelong learners, critical thinkers, and responsible leaders of a global society.

Strategic Priorities

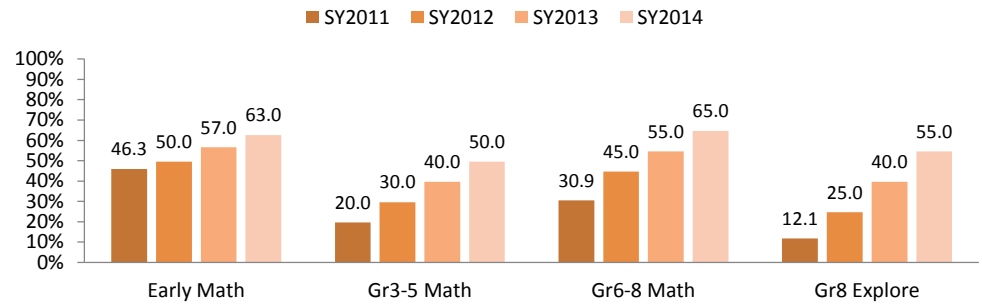
- 1. Improve the Core Instructional Program of every teacher through an organized and differentiated Professional Learning System and organization allowing distributed leadership, so that practices are tightly aligned to the expectations of the REACH teacher evaluation system.
2. Teachers will improve the school's Core Instructional Program by continuing to create CCSS-aligned Unit Plans with HOTS performance tasks, so that students have multiple opportunities to learn at their instructional level, and at their grade level, while preparing every student for high school and ultimately college and career readiness.
3. Strengthen and improve Family and Community Engagement and collaboration with faculty and staff at Morrill, primarily by creating a parent liaison position, but also ensuring the school hosts multiple events, committees, and other opportunities for parents to get engaged in Morrill.
4. Create a more positive, nurturing school Climate & Culture through the continued implementation of restorative justice, along with an increase of sports and after-school clubs available to students, while creating a music program during instructional time as a weekly prep for all students. PBIS will be continued and refined.
5. Align resources to create and implement an RTI program for both during and after-school to target at-risk students. Align the RTI program with the Related Services team and Special Education department so there is a seamless, collaborative, and rapid response to individual students' needs. Increase the main-streaming of special education

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:	Donald Morrill Math & Science Elementary School

Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Michael Beyer	Principal
Keith Mahone	Assistant Principal
Kristin Blathras	Lead/ Resource Teacher
Juanita Paulinski	Lead/ Resource Teacher
Cudberto Esparza	ELL Teacher
Rashad Talley	Classroom Teacher
David Power	Classroom Teacher
Maria Torres	Community Member
Jamie Tyson	Special Education Faculty
Estella Bautista	Parent/ Guardian
Melanie Lara	Support Staff
Angelene Gray	Parent/ Guardian



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	64.6	65.0	77.0	85.0	Early Math % of students at Benchmark on mClass	46.3	50.0	57.0	63.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	15.3	30.0	40.0	50.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	20.0	30.0	40.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.6	75.0	75.0	75.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	42.6	75.0	75.0	75.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.9	35.0	45.0	55.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	30.9	45.0	55.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.3	75.0	75.0	75.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	54.5	75.0	75.0	75.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	26.2	35.0	45.0	55.0	Explore - Math % of students at college readiness benchmark	12.1	25.0	40.0	55.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	93.4	95.0	96.0	97.0	Misconducts Rate of Misconducts (any) per 100	19.6	10.0	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	52.2	60.0	70.0	80.0	ISAT - Reading % of students exceeding state standards	5.7	10.0	20.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	63.9	73.0	83.0	93.0	ISAT - Mathematics % of students exceeding state standards	10.0	20.0	30.0	40.0
ISAT - Science % of students meeting or exceeding state standards	65.5	75.0	85.0	95.0	ISAT - Science % of students exceeding state standards	4.8	10.0	20.0	30.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Evidence found in: evidence is not clear across every grade level. But is developing.</p> <p>The P. has shared metrics & targets that would get the school off probation. However, there are numerous demands on staff to plan a certain way, document their practice a certain way & exhaustively. The desire is there to improve, and significantly, but some are discouraged instead of energized.</p>	
	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>Principal has many ways for parents to be involved.</p> <p>If we accept/ embrace differentiation for our students, should we not practice it with our staff? Each teacher may need different things, and should be encouraged in their self-reflection to discover and address areas of weakness w/o fear of reprisal (this is as much about what a teacher perceives as it is about what is intended. How do we do a better job inspiring teachers to improve?</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<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>We have all of the elements listed under Effective school category</p> <p>If people do not step up, there's a reason and it isn't necessarily laziness. ILT & admin need to discover what's holding people back. Are they so disgruntled, and if so, by what? Do they feel empowered, or controlled and without influence? Is it their problem, or something that we can change?</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. 			2
<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 			No PD from ILT
<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. 			3
<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. 			We analyze and monitor data all the time. Development of the CCSS assessments in grade level teams and analyzing the data at grade level meetings to drive instruction

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> • Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> • Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>CCSS scope and sequence for reading- we were choosing between RL and RI standards so was there an appropriate balance of fiction and informational? Differentiated lesson plans 4/10: Have made strides...differentiation still a work in progress.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> • Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> • Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Variety of texts at a variety of levels in the book room for guided reading and lit. circles. Curriculum Tier III intervention kits in classrooms and are being used with students with disabilities Curriculum guided readers at various levels Achieve 3000 articles at various levels. I think it's safe to say we are a definite 4 4/10: Should insure materials are aligned with CCSS</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			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. 	<p>Formative and summative assessments built into lesson plan template</p> <p>CCSS common assessments developed at grade levels were most often constructed response Is this still happening?</p> <p>4/10: No single data source for a comprehensive student profile...</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	See Morrill dashboard based on observations	

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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. 	<p>4/10: It seems that teachers just decide which students get intervention...some confusion about RTI & how it works; some mixed responses from students</p>	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Teachers need PD when new initiatives or directives are being rolled out. Ex. Unit Plans or Lesson Plans</p> <p>Sped resource teachers need to be able to collaborate with each grade level team. Perhaps on a rotating cycle?</p> <p>More PD on Common Core, Unit Plans, Lesson Plans, Etc.</p> <p>Create an if/then monitoring system after PD has been provided. Ex. If a teacher Then This way teachers will know exactly the type of coaching or support that will follow if PD is not understood.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Follow through on teacher collaboration needs improvement.</p> <p>Make members of ILT more public. Post them on future website?</p> <p>Coaches and/or member of the leadership team can attend Teacher team meetings to support teachers.</p> <p>Teacher team meetings should focus on a plan that continues from week to week. Team Leaders need to keep the team focused.</p> <p>Create a calendar that includes meetings with RTI team to discuss interventions and progress monitoring.</p> <p>Here’s an area where we’ve improved, but there are still too few opportunities for teacher collaboration, planning and monitoring student achievement. If it isn’t built-in, teachers are less likely to do</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Teachers can create individualized PD plans tailored to their needs.</p> <p>Create more study groups.</p> <p>Have “center like” PD</p> <p>Teachers observe the coworker at their grade level to have more commonality to support each other’s craft.</p> <p>New teacher support plan needs to be in place.</p> <p>Not sure where we are on coaching, so I hesitate to be critical, but I think our coaches are stretched too thin and can’t devote enough time to real coaching...shouldn’t they identify areas of weakness, prescribe appropriate PD, monitor frequently after PD? Shouldn’t</p>	

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DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	Working collaboratively as a team with the Common Core standards which help teachers gear lessons to ensure college and career readiness. Once the student council is put in place, it will allow students to exercise leadership roles and voice.	
	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. 	There are plenty of adult advocates in the school: teachers, support service, parents, and afterschool mentors who listen, interact, and guide students. Conflict resolution strategies have been put in place to resolve and strengthen positive interactions among adults and students as well as among the students (CHAMPS and peace circles). Special education students are mainstreamed into general education classes for both social and physical integration. However, the student's home language and culture is overlooked such as limited availability of student materials, resources, and cultural opportunities. Students with disabilities are fully included in preps, assemblies, lunch, and field trips.	
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. 	Positive incentives are definitely in place as a common consistent school-wide approach to help address student discipline as well as a tiered approach to behavioral intervention that encourages positive behavior (CICO) . The staff demonstrates an daily effort to establish and maintain a safe, respectful, and welcoming environment as the staff greets and address students in a respectful manner. <ul style="list-style-type: none"> We're getting there, but staff is not yet completely on board with the plan. They had little say in it and there hasn't been a real effort to 'sell' it. Some find it cumbersome at best, some see it as either 	

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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. 	<p>8th graders & their families should get more information about high schools.</p> <p>Not sure what information is currently available/given to parents looking to relocate.</p>	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Most interactions seem to be based on behavior & grades; also seems to depend on the individual teacher & parent cooperation.</p>	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Many more after-school activities and opportunities for interaction have been provided/implemented. The school has become more welcoming – people are greeted, signs to direct people, parents invited into the classrooms, awards assemblies, sports events, Melanie's position</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<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. 	<p>Most services are provided during school hours, there is Teen Reach & sports programs, Art Club, SES, after-school incentives. Not sure to what extent the counselor, nurse, & social worker are performing "intensive outreach" and/or collaborating with social service agencies or doing home visits. Some teachers make home visits.</p>	
	College & Career Exploration and election ----->			2
	<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. 	<p>Literature found in the Library. But not observed in intermediate or middle school levels.</p>	
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. 	<p>Algebra Course, After School programs like teen reach and science club. Not noticed in intermediate levels</p>		
Enrichment & Extracurricular Engagement ----->			3	
<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. 	<p>After School programs like Teen Reach and science club, After School All Stars. Not noticed in intermediate levels</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
DIMENSIO	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. 	Using Explore practice test	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 		
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. 	Materials presented to parents, eighth grade contract night and Teen reach programs presented.	

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. 	School is starting to allocate funding to align with identified needs... things are going in positive direction....Teen Reach, garden funding, mural and various community outreach projects evidence outside funding sources being sought...this descriptor done mostly be principal...	
	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. 	School is building a pool of qualified candidates through interview process...candidates have little or no previous connection to school...resource alignment determined by ILT?...No multistep interview process with candidates doing a lesson demonstration, tricky timing though...	
	Use of Time ----->			2
	<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. 	school schedule is designed based on number of minutes per subject...inconsistent intervention for struggling students especially in 6-8 grade...very little scheduled time to collaborate....longer day next year will solve lack of collaboration time?	

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

At Morrill School, we educate the whole child. We create a positive, safe, nurturing, student-centered, collaborative learning environment of academic excellence, characterized by a differentiated, rigorous, and standards-based curriculum, where all students become lifelong learners, critical thinkers, and responsible leaders of a global society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improve the Core Instructional Program of every teacher through an organized and differentiated Professional Learning System and organization allowing distributed leadership, so that practices are tightly aligned to the expectations of the REACH teacher evaluation system.	Prior to this year, Morrill was said to have "pockets of excellence", whereas the majority of teachers at Morrill followed a traditional, teacher-centered model of instruction. Observations from administration and instructional coaches have confirmed this description. This year we have focused on ensuring all teachers use standards-based, SMART daily objectives, scaffolding from a mini-lesson with modeling, to small group differentiated tasks, followed by an exit slip to determine the effectiveness of the lesson. In 2012-2013 teachers will continue to improve their instruction, aligning it with the new REACH evaluation system. In 2011-2012, most professional learning was whole-group and not differentiated to the individual needs of teachers, in large part so the school could get "on the same page" and have similar expectations, but also because the school is so large but did not have a culture of distributed leadership.
2	Teachers will improve the school's Core Instructional Program by continuing to create CCSS-aligned Unit Plans with HOTS performance tasks, so that students have multiple opportunities to learn at their instructional level, and at their grade level, while preparing every student for high school and ultimately college and career readiness . Teachers will use a variety of differentiated materials, tasks, and topics that relate to students' lives while exposing them to the broader culture and global society. INCLUDE LANGUAGE OF INSTRUCTIONAL SHIFTS	In 2011-2012 teachers began creating Unit Plans. The majority of teachers continue to rely on materials from one publisher in each subject. As we continue to prepare for the PARCC assessment by unpacking, understanding, and teaching to the Common Core standards, our teachers will have to begin using a variety of materials in addition to the basal or publisher series. Teachers will collaborate with grade level and grade cycles to plan and develop CCSS-aligned unit plans for all subjects. Unit plans will be rigorous and cross-curricular.

3	Strengthen and improve Family and Community Engagement and collaboration with faculty and staff at Morrill, primarily by creating a parent liaison position, but also ensuring the school hosts multiple events, committees, and other opportunities for parents to get engaged in Morrill.	Due to the history of the culture, Morrill continues to have a very low parental and family involvement. Our report card pickup rate is less than 80%, and attendance at events usually consists of the same twenty parents that always participate. Our PTA and LSC meetings routinely have less than ten people. Parents and staff will help organize after-school clubs, programs, and sports teams.
4	Create a more positive, nurturing school Climate & Culture through the continued implementation of restorative justice, along with an increase of sports and after-school clubs available to students, while creating a music program during instructional time as a weekly prep for all students. PBIS will be continued and refined.	In 2010-2011 there were more than 1,400 discipline referrals recorded at Morrill, and more than 50 suspensions. In the summer of 2011 we created a PBIS team that created a schedule of incentive events such as dances, movies, and games, to reward positive behavior. Morrill implemented restorative justice to shift the culture away from retributive justice to one of support. Teachers are seeking additional programs to reward students and keep them engaged in a positive way.
5	Align resources to create and implement an RTI program for both during and after-school to target at-risk students. Align the RTI program with the Related Services team and Special Education department so there is a seamless, collaborative, and rapid response to individual students' needs. Increase the main-streaming of special education students and co-teaching of special education teachers, while improving the quality of the writing of IEPs.	Prior to this year, Morrill's RTI program consisted of sending at-risk students to a computer lab during prep time to improve reading skills using Imagine Learning. Students were identified at the beginning of the year. In 2011-2012 administration and instructional coaches attempted to create a more responsive system that allowed additional small-group tutoring of at-risk students. We have learned what does and doesn't work, and need to align our resources next year to allow for a streamlined, less cumbersome, but more robust RTI program. Additionally, the Related Services team is burdened with a backlog of students needed to be tested for special education services, whereas the SPED department needs more support writing IEPs, while shifting from having four self-contained classrooms to main-streaming and co-teaching. Morrill will open a bucket to hire college students for part-time work to tutor and support RTI program. We will create a system to target students that transfer in to Morrill to identify their academic levels and necessary supports. The main focus of RTI will be on grades K-3.



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
Improve the Core Instructional Program of every teacher through an organized and differentiated Professional Learning System and organization allowing distributed leadership, so that practices are tightly aligned to the expectations of the REACH teacher evaluation system.	Prior to this year, Morrill was said to have "pockets of excellence", whereas the majority of teachers at Morrill followed a traditional, teacher-centered model of instruction. Observations from administration and instructional coaches have confirmed this description. This year we have focused on ensuring all teachers use standards-based, SMART daily objectives, scaffolding from a mini-lesson with modeling, to small group

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will set individualized goals to improve their instructional practice, based on REACH.	Instruction	Not Applicable	Beyer	Summer 2012	Quarter 1		\$0
A school organization will be created with multiple teacher leadership positions, and all positions will be filled. Positions include Grade Cycle Liaisons, Grade Level Leaders, and Department Chairs. Liaisons and Chairs will serve on the ILT; Grade Level Leaders will facilitate weekly meetings.	ILT/ Teacher Teams	Not Applicable	Beyer	Summer 2012	Quarter 1		
A professional learning calendar will be created based on the components of REACH	Professional Development	Not Applicable	Blathras	Summer 2012	On-going		\$0
Grade Level Leaders observe colleagues at least once in the 1st quarter, giving constructive feedback to their peers based on their goals.	Professional Development	Not Applicable	Mahone	Quarter 1	Quarter 1		\$3,000 for subs



Strategic Priority 1

<p>Grade Cycle Liaisons • Serve on the ILT, attend bi-monthly meetings</p> <ul style="list-style-type: none"> • Attend bi-monthly ILT meetings • Schedule and lead grade-cycle meetings at least once per quarter to facilitate professional learning <ul style="list-style-type: none"> o Organize meeting into small groups o Lead groups through guiding questions focused on identifying and addressing professional growth in the Danielson Framework o Upload notes to Google group • Foster vertical alignment of curriculum (for example, creating lists of read aloud books by grade level) • Ensure teachers have the necessary materials and communicate needs to administration • Establish academic expectations for what students will be able to achieve at the end of each grade level 	Professional Development	Not Applicable	Mahone	Summer 2012	On-going		\$3,000 for stipends, \$3,000 for subs position 464177
<p>Grade Level Leaders • Facilitate weekly Grade Level meetings by creating agenda, ensuring team members have roles, notes are shared with administration</p> <ul style="list-style-type: none"> • Facilitate weekly Grade Level meetings <ul style="list-style-type: none"> o Lead team through guiding questions focused on RTI behavior-social-emotional to identify patterns and trends of shared students o Upload notes to Google group • Organize horizontal alignment of Unit plans • Lead quantitative data analysis to identify cusp students and opportunities for growth • Observe every team member for one period at least once during the first semester 	ILT/ Teacher Teams	Not Applicable	Beyer	Summer 2012	On-going		\$5,000 for stipends, \$3,000 for subs for observations



Strategic Priority 1

<p>Department Chairs • Serve on the ILT and attend bi-monthly meetings</p> <ul style="list-style-type: none"> • Attend bi-monthly ILT meetings • Schedule and lead bi-monthly Department meetings o Create a schedule of meetings during morning preps, common preps, after-school preps, or weekends. o Lead team through guiding questions focused on designing performance tasks, and guiding questions focused on analyzing student results of performance tasks • Establish best practices so that all teachers in subject matter are using similar routines • Organize vertical alignment of Unit Plans • Lead quantitative and qualitative data analysis to identify weaknesses of instructional practices • Observe every team member for one period at least once during the first semester • Collect and organize quarterly local assessments (see assessment calendar) 	Professional Development	Not Applicable	Beyer	Summer 2012	On-going		10000 for stipends, \$3,000 for subs for observations
Purchase classroom library books	Supplies	All	Blathras / Gladkowski	Summer 2012	Quarter 1		20000 332.430119.119015.53405
Purchase Nooks	Supplies	All	Blathras / Gladkowski	Summer 2012	Quarter 1		10000 332.53405.119068.430119
Purchase math workbooks	Supplies	All	Wheeler	Summer 2012	Quarter 1		15000 332.53405.119016.430119
Purchase ipads for Geometry Curriculum and other purposes	Supplies	All	Wheeler	Summer 2012	Quarter 1		ipads: \$10,000 332.55005.119068.430119
Purchase software licenses for Achieve3000 for grades 6-8	Other	All	Blathras	Summer 2012	Quarter 1		\$30,000
Purchase software licences for Imagine Learning software							10000



Strategic Priority 1



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
Create a more positive, nurturing school Climate & Culture through the continued implementation of restorative justice, along with an increase of sports and after-school clubs available to students, while creating a music program during instructional time as a weekly prep for all students. PBIS will be continued and refined.	In 2010-2011 there were more than 1,400 discipline referrals recorded at Morrill, and more than 50 suspensions. In the summer of 2011 we created a PBIS team that created a schedule of incentive events such as dances, movies, and games, to reward positive behavior. Morrill implemented restorative justice to shift the culture away from retributive justice to one of support. Teachers are seeking additional programs to reward

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hold professional development for all teachers and staff to understand and use restorative justice methods	Professional Development	All	Mahone	Summer 2012	On-going		5000 position#
PBIS committee meets and revises discipline procedures	Other	All	Mahone	Summer 2012	Quarter 1		\$0
PBIS committee creates calendar of incentive events	After School/ Extended Day	All	Mahone	Summer 2012	Quarter 1		\$0
Boys and girls sports programs will be organized in the Fall	After School/ Extended Day	All	Mahone	Summer 2012	Quarter 1		5000 115.53405.320020.000311
Boys and girls sports programs will be organized in the Winter	After School/ Extended Day	All	Mahone	Quarter 1	Quarter 2		\$5,000
Boys and girls sports programs will be organized in the Spring	After School/ Extended Day	All	Mahone	Quarter 2	Quarter 3		\$5,000
Student Council established with elections, meets every month, and meets with administration every month	After School/ Extended Day	Other student group	Gladkowski	Summer 2012	On-going		\$1,000
Music teacher position created, filled	Staffing	Not Applicable	Beyer	Summer 2012	Summer 2012		\$85,000
Assemblies / musicals/ plays performed at least once per quarter	Parental Involvement	All	Music Teacher	Quarter 1	On-going		9000 115.53405.119065.000311
Teen Reach will be continued, art supplies	After School/ Extended Day	Other student group	Castro	Summer 2012	On-going		433 for supplies
Garden Club will help plant garden and continue to maintain garden	After School/ Extended Day	Other student group	Ortez	Summer 2012	On-going		\$2,000



Strategic Priority 4

Purchase consulting / guidance / PD services from Mansfield Institute to continue implementation of Restorative Justice	Professional Development	All	Mahone	Summer 2012	On-going		20000 115.54125.212041.000311
Pay for buses for Fall sports	Other	Other student group	Wheeler	Quarter 1	Quarter 2		2000 115.54210.320020.000311
Pay for buses for Winter sports	Other	Other student group	Wheeler	Quarter 2	Quarter 3		2000
Pay for buses for Sprint sports	Other	Other student group	Wheeler	Quarter 3	Quarter 4		2000



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
Align resources to create and implement an RTI program for both during and after-school to target at-risk students. Align the RTI program with the Related Services team and Special Education department so there is a seamless, collaborative, and rapid response to individual students' needs. Increase the main-streaming of special education students and co-teaching of special education teachers, while improving the quality of the writing of IEPs.	Prior to this year, Morrill's RTI program consisted of sending at-risk students to a computer lab during prep time to improve reading skills using Imagine Learning. Students were identified at the beginning of the year. In 2011-2012 administration and instructional coaches attempted to create a more responsive system that allowed additional small-group tutoring of at-risk students. We have learned what does and doesn't work, and need to

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
RTI system with clear procedures will be developed, communicated with staff and parents	Other	Students With Disabilities	Blathras	Summer 2012	Quarter 1		\$0
RTI tutor position will be created and staffed	Staffing	Not Applicable	Beyer	Summer 2012	Summer 2012		\$70,000
After-school RTI program will be designed, implemented	After School/ Extended Day	Other student group	Blathras	Summer 2012	On-going		\$2,000
Bucket will be created to pay for college students to tutor students in Tier 2 & 3	Staffing	Students With Disabilities	Wheeler	Summer 2012	Summer 2013		40000 position #
Library will receive paint and new carpet, new books, technology (Nooks) and eBooks.	Supplies	All	Beyer	Summer 2012	Quarter 1		\$30,000
Hire part time miscellaneous employees for mentoring from CeaseFire	Staffing	All	Beyer	Summer 2012	On-going		\$20,000
Order supplies including chart paper, dry erase markers, notebooks	Supplies	All	Wheeler	Summer 2012	Summer 2013		\$20,000
Student transportation for field trips	Supplies	All	Wheeler	Quarter 1	Quarter 4		7500 115.54210.119035.000311
Student transportation for sports	Supplies	Other student group	Fair	Quarter 1	Quarter 4		
Sand, paint remaining rooms	Other	All	Engineer	Summer 2012	Summer 2012		12000 115.54105.119035.000311
Paint hallways	Other	All	Engineer	Summer 2012	Quarter 1		\$10,000
Carpets for first floor halls	Other	All	Beyer	Summer 2012	Quarter 1		5000 115.53405.119015.000311
Purchase brochures for marketing to increase enrollment, attendance, parental involvement	Parental Involvement	All	Beyer	Summer 2012	On-going		2500 115.53405.211210.000311



Strategic Priority 5

Pay Paulinski to teach algebra before school	Instruction	Other student group	Paulinski	Quarter 1	Quarter 4		9000 position # 464445
Host a back to school party for the neighborhood	Parental Involvement	All	Mahone / Lara	Summer 2012	Summer 2012		2500 115.53405.211210.000311
Supplies and DJ for dances for incentives	Other	All	Mahone	Quarter 1	Quarter 4		705
Supplies and decorations for graduation	Parental Involvement	Other student group	Mahone	Quarter 4	Quarter 4		1000 115.53405.119065.000311
Food for family nights	Parental Involvement	All	Lara	Quarter 1	Quarter 4		2000 225.54205.221234.000703
Scholastic magazines and other subscriptions	Instruction	All	Blathras	Summer 2012	Summer 2013		12000 (textbook \$)
Purchase agendas for students to teach organization	Instruction	All	Blathras	Summer 2012	Quarter 1		6000 225.53405.140070.000703
Conference room and food for summer retreat for teacher leaders	Professional Development	Not Applicable	Beyer / Blathras	Summer 2012	Summer 2012		1000 225.54205.221234.000703
Reimburse teachers for fees to PD conferences and seminars	Professional Development	Not Applicable	Wheeler	Summer 2012	Summer 2013		5000 225.54505.221234
Pay for substitute teachers to cover classrooms for PD	Professional Development	All	Wheeler	Quarter 1	Quarter 4		10000