



2012-2014 Continuous Improvement Work Plan

John D Shoop Math-Science Technical Academy ES

Rock Island Elementary Network
11140 S Bishop St Chicago, IL 60643
ISBE ID: 150162990252457
School ID: 610176
Oracle ID: 25381



Mission Statement

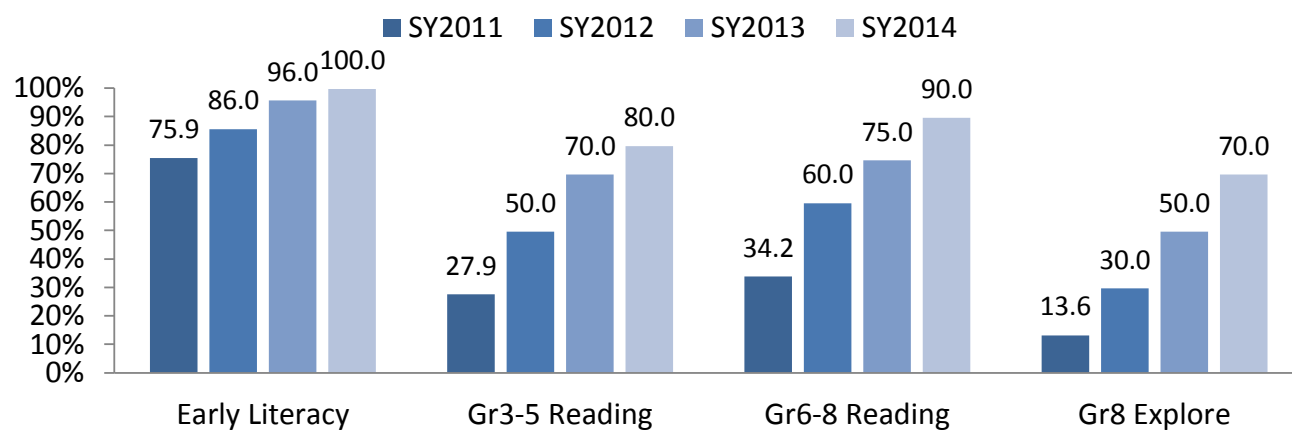
The mission of John D. Shoop Academy is to develop leaders that are problem-solvers and critical thinkers who will be prepared to compete in a global society by planning for the future. Our staff, parents and community members will expose our students to innovative, rigorous, educational opportunities that support and nurture the individual talents of each student.

Strategic Priorities

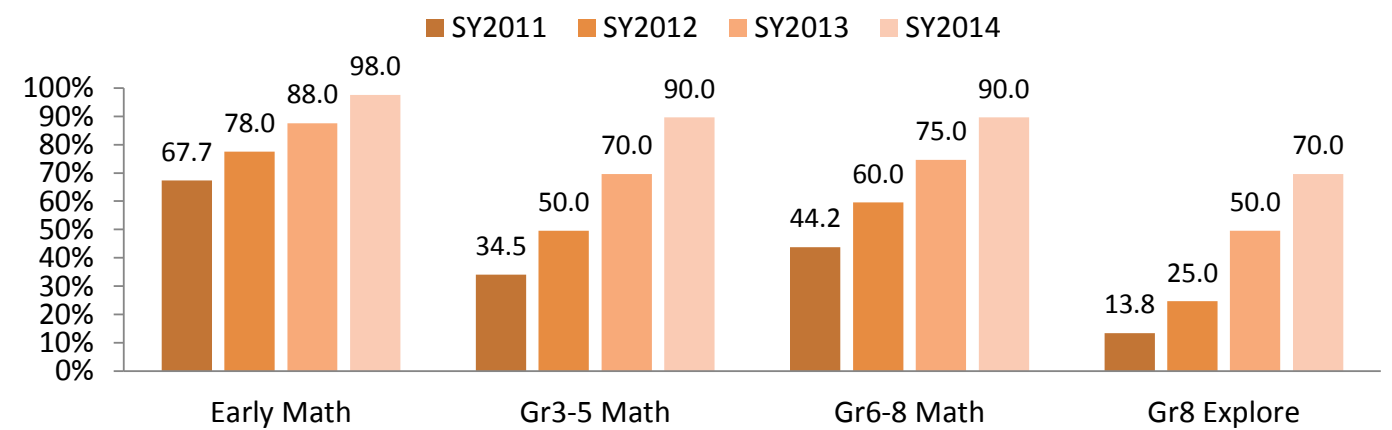
1. Effectively implement the Common Core Language Arts and Math Standards to support increased instructional rigor
2. Promote and maintain a thriving professional learning community that shares and supports the individual professional growth of all staff members through inquiry and reflection on current research in education.
3. Create a college and career bound culture that supports the ever changing socio-emotional needs of our school community. This will be evident by the presence of differentiated instruction groups with the names of colleges, bulletin boards, field trips, guest speakers and classroom activities (i.e. Expert 21).
4. Encourage and assist parents and community members in supporting student learning using a variety of methods.

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:	John D Shoop Math-Science Technical Academy ES

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
Lisa Marie Moreno	Principal
Mark A. Simmons	Assistant Principal
Vanessa White	Counselor/Case Manager
Doreen Beyah Emery	Counselor/Case Manager
Karalyn Brown-White	Classroom Teacher
Karen Brogan	Classroom Teacher
Raymond Smith	Classroom Teacher
Megan Kelley	Classroom Teacher
Michelle Smith	Classroom Teacher
Kathy Leatherman	Classroom Teacher
Anissa Johnson	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	75.9	86.0	96.0	100.0		Early Math % of students at Benchmark on mClass	67.7	78.0	88.0	98.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.9	50.0	70.0	80.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	34.5	50.0	70.0	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.0	70.0	90.0	100.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.2	70.0	80.0	90.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.2	60.0	75.0	90.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	44.2	60.0	75.0	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.3	60.0	75.0	90.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	50.6	70.0	80.0	100.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	13.6	30.0	50.0	70.0		Explore - Math % of students at college readiness benchmark	13.8	25.0	50.0	70.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.2	95.0	97.0	99.0					
					Misconducts Rate of Misconducts (any) per 100	40.8	18.0	10.0	5.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	65.3	76.0	86.0	96.0		ISAT - Reading % of students exceeding state standards	8.3	25.0	40.0	60.0
ISAT - Mathematics % of students meeting or exceeding state standards	80.0	90.0	95.0	100.0		ISAT - Mathematics % of students exceeding state standards	12.9	25.0	50.0	70.0
ISAT - Science % of students meeting or exceeding state standards	72.0	85.0	95.0	100.0		ISAT - Science % of students exceeding state standards	2.3	15.0	25.0	45.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<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. 	6-8 grade has ACT standards posters and evening grade level parent meetings with 6th through 8th grade parents. Counselor is planning a Career Day for the Spring. Rock Island Theory of Action was completed and is being revised by ILT.	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	Principal and assistant principal conduct weekly grade level meetings focused on student data and goals. Principal and assistant principal conduct formal and informal observations regularly. Teachers are encouraged to attend a variety of PD opportunities and the school supports this through use of substitutes and allocated funds to cover registration costs. Principal, assistant principal and counselor engage in frequent informal meetings with students regarding college attendance. The 8th grade graduation trip for 2012 includes visits to three colleges/universities. Principal sends weekly parent letters and voicemail blasts to parents notifying them of upcoming events, important school goals and achievements. Principal shares all documentation on school achievement and goals through LSC reports as well as appearances at the PAC meetings. Parent participation is solicited and encouraged at various meetings (i.e. longer school day, CIWP, etc.)	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Our coaches, union rep, RTI team and grant winning teachers are all members of the ILT. There is a culture of trust in the ILT meetings and teachers share concerns as well as celebrations. Teachers report their PD experiences, but it is sometimes at grade level meetings and is not always shared with the entire staff. Teachers have a voice during grade level meetings as well as staff meetings and administration listens to and addresses their concern.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>All grade bands, special education, and counseling are represented on the ILT team. Some ILT members were chosen based on strengths (i.e. coaches, Special education experience, knowledge and comfort with data, etc.). ILT meeting Action items require ILT members to share the information with team members and bring the information/concerns back to the team. The team frequently reflects on how well we are operating and procedures that need to be implemented for change. Unfortunately, the ILT has not been leading the school's approach to PD, since previously it had to be turned into the area offices the May before the upcoming school year. ILT discusses data.</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Teachers and administrators meet weekly and review student work, various summative assessment data, and create plans to support areas needing support. While it results in changes for some teacher practices, more support is needed.</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>The teachers currently follow the curricula shared by the Rock Island Network and Depaul University. Teachers utilize Lexile levels to provide additional reading materials for students. All grade levels are not necessarily on the same instructional unit at the same time. Teachers collaborate outside of school to work on curricular plans.</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>Materials currently used (FOSS, Everyday Math, Kids' College, Expert 21 and Harcourt are aligned to the standards. Intervention kits and leveled readers are used to support students with disabilities. Kids' College differentiates the activities for individual students' based on their current ability.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>All teacher have an administrative data binder that contains data on all assessments for their students, including interventions (i.e. BURST, targeted student data, etc.). Accomodations and modifications are followed for students with disabilities. Student work is discussed with administration and colleagues during grade level meetings. Reports are given to teachers by administration to ensure familiarity. All mandatory district assessments are administered and the data is analyzed by teachers and administration.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Despite various PD, low level questioning techniques are still used by some teachers. Students are not always aware of the actual objective, the relevance of the lesson and what is expected. All teachers do not scaffold instruction and differentiation is not present in all classrooms. There are intervention programs in place for the primary students (BURST, retired teachers, co-teaching, etc.) Currently there is only one enrichment program for the intermediate grades (IMSA Math and Science) and 25% of the 8th grade students are enrolled in the high school algebra program. There are currently no intervention programs in place for upper grade students outside of SES, but this will be addressed during the longer school day next year.</p>	

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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>There are several interventions in place for the primary students: small group tutoring and assessment with retired teachers, after school BURST, etc. The schedule was revised to ensure a 2 hour literacy block for students in grades K-2. 3rd grade students also benefit from small group instruction with the retired teachers and small group tutoring with resource teachers. 5th grade students have also benefitted from small group tutoring with resource teachers. Currently, we have no freed coaches due to budget constraints and interventions are monitored at the individual grade level and the principal, assistant principal, and counselor.</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>The PD plan that was submitted last May was not followed due to systemwide realignment, area changes, etc. Teachers do collaborate and this is supported by completed collaboration logs. There are records indicating participation of schoolwide staff development.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Grade level meetings are held weekly with administration and the focus is on student data and achievement. Teachers appear to understand the accountability of their own students' achievement. Special education teachers are included in the grade level meeting. There are agendas for the meetins, but norms were not distributed for grade level meetings. Most teams include an ILT member. Progress monitoring data is discussed in grade level meetings.	
	Instructional coaching ----->			1
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	We have not had any new teachers due to budget cuts. There are no freed coaches on staff, but the principal and assistant principal share informal feedback regularly following observations. PD plans are not currently tailored to teachers' needs.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>ACT posters are in all 6-8 grade classrooms. Students are exposed to a college campus through incentive basketball trips to the University of Illinois at Chicago, DePaul University, etc. The 8th grade graduation trip includes 3 college/university visits this year. Student ideas were solicited for the longer school day plan.</p>	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>The majority of students have a staff member who will advocate for them. Patterns of respectful interaction are inconsistent based on the individual staff member and the student. The school has embraced restorative justice practices.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The school has embraced restorative justice practices and implemented a peer jury program as well as in school suspension. All teachers are not consistent in how they address discipline concerns, despite school wide expectations.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	The principal provides weekly letters and phonemail blasts, parent meetings, and is available to address parent concerns. Teachers frequently call parents from their personal phones and keep lines of communication open. Principal hosted ACT/EXPLORE meetings for all parents in grades 6-8.	
	Ongoing communication ----->			3
	<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. 	Teachers send home letters, make phone calls and meet with parents before and after school to address concerns. The principal and assistant principal meet with parents before and after school as well as communicate via email and phone to address concerns.	
	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. 	School has a welcoming staff and the principal and assistant principal are approachable. Principal hosted a Grandparent's Day Celebration and a special picture day for grandparents. Parents are invited to various meetings, assemblies, the annual high school fair, family nights, etc.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>We have a school community representative that conducts home visits if needed. The counselor and administration have various social service agencies and churches to provide necessary services for students and families.</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>A high school fair is held annually as well as Career Day. Students also have exposure to professionals from Blue Cross nin our participation with Junior Achievement</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>Students demonstrating exemplary math schools are enrolled in High School Algebra. College and Career Readiness is discussed with students by the counselor and administration in informal conversations.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Our school participates in elementary school sports, After School All Stars, school competitions (i.e. 3 on 3 contests). Mentoring with the 49ers, intersession enrichment activities, Saturday Excursions, pampering parties after school, Girl Scouts, etc.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Students will take the sample Explore Exam in April and the actual exam will be administered at the end of May. ACT Posters are in every classroom and interested parents received posters to post at home with the ACT standards.</p>	
	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. 	<p>N/A</p>	
	Transitions ----->			2
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>8th graders visit various high school and participate in High School Investigation Day.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Purchases with discretionary funds were made based upon priorities identified in the 2010-2012 SIPAAA. Administration collaborates with the Shoop 49ers, which provides \$3,000 annually. Grant applications for After School All Stars are completed annually and grants are received to support this program. Administration works with local politicians to seek support for school needs (i.e. Senator Emil Jones, III, State Representative Monique Davis, 34th Ward Alderman Carrie Austin).</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>School Partners with the Golden Apple Foundation every summer to offer summer school students a more supportive summer school environment by providing tutors (Golden Apple Scholars) in each summer school classroom. There are several staff members who are Shoop Alumni and/or have previous ties to the school. Some volunteers and/or student observers later returned to work at the school. Teachers are encouraged to sit in on interviews for positions that impact their respective teams (i.e. special education, middle grades, etc.) Teams are created based on expertise, credentials, and skills and experience with the appropriate grade level.</p>	
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. 	<p>School schedule allows more than the allotted time for certain subjects (i.e. Primary Reading Block). The schedule allowed more than the union mandated preparation times for teachers. Discretionary funds were set aside to encourage additional teacher collaboration before/after school and during intersession. Intervention for students in grades 1-3 is addressed through the use of retired teacher tutors. Struggling students in grades K-2 also have BURST intervention during the day as well as one day after school. Teachers are aware of and receive support in the RTI process from the counselor. Students are engaged in SES tutoring twice a week after school.</p>	

Mission & Strategic Priorities

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

Mission Statement

The mission of John D. Shoop Academy is to develop leaders that are problem-solvers and critical thinkers who will be prepared to compete in a global society by planning for the future. Our staff, parents and community members will expose our students to innovative, rigorous, educational opportunities that support and nurture the individual talents of each student.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Effectively implement the Common Core Language Arts and Math Standards to support increased instructional rigor	The data used to determine this priority is the national percentile of our students' Scantron results as well as the fall 2011 results for the CPS CCSS assessment. We also used the EXPLORE results over time and current student work. Successful implementation of the common core standards will 1) positively impact instruction by allowing teachers to focus on deep knowledge of the concepts needed to ensure that all students are college and career ready 2) help ensure that our students are exposed to grade appropriate skills over the course of the school year 3) support our mobile population by ensuring that our students are exposed to the appropriate skills regardless of previous school district attendance 4) result in the creation of comprehensive and rigorous quarterly plans.
2	Promote and maintain a thriving professional learning community that shares and supports the individual professional growth of all staff members through inquiry and reflection on current research in education.	The data used to determine this priority was current staff attendance at PD sessions and agendas demonstrating their sharing or lack of active participation. We also used continuing education data from staff members (i.e. graduate coursework completed, workshops attended, etc.) as well as grade level meetings. A thriving learning community positively impacts instruction by 1) keeping staff members abreast of the latest pedagogy 2)encouraging collegial observations, coaching and exchange of ideas 3) providing solid research to guide staff as they reflect on their practices 4) giving staff members the necessary tools to help them comfortably interpret and use data regularly 5) providing quality time for instructional planning (horizontal, vertical, subject and thematic units) 6) providing principal directed professional development in small groups.

3	<p>Create a college and career bound culture that supports the ever changing socio-emotional needs of our school community. This will be evident by the presence of differentiated instruction groups with the names of colleges, bulletin boards, field trips, guest speakers and classroom activities (i.e. Expert 21).</p>	<p>The data used to identify this priority includes students and teacher attendance on CPS Dashboard, misconducts and incidents in Verify, 2011 My School, My Voice Survey Results, 2011 year end reports from SEL partners and informal conversations with students, staff members and parents. When SEL needs are met 1) Teacher and student attendance increases, which maximizes quality instructional time 2) Students are more engaged in learning because they feel that they are part of an emotionally safe academic environment 3) students are willing to engage in problem solving and additional critical thinking activities when there is an increased sense of community and 4) Appropriate and positive relationships with adults are forged, which will result in both students and adults making appropriate choices regarding actions and mutual respect.</p>
4	<p>Encourage and assist parents and community members in supporting student learning using a variety of methods.</p>	<p>Data used to determine this priority include 1) parent attendance at PAC, LSC, PTA and parent grade level meetings 2) parent attendance at various school functions (i.e. Report Card Pick-Up, High School Fair, talent shows, Grandparents' Day, Assemblies, field trips) and My School, My Voice survey results. This priority positively impacts instruction because students who have parents actively involved in their educational experiences tend to be more successful.</p>
5	<p>Optional</p>	



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
Effectively implement the Common Core Language Arts and Math Standards to support increased instructional rigor	The data used to determine this priority is the national percentile of our students' Scantron results as well as the fall 2011 results for the CPS CCSS assessment. We also used the EXPLORE results over time and current student work. Successful implementation of the common core standards will 1) positively impact instruction by allowing teachers to focus on deep knowledge of the concepts needed to ensure that all students are college

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All classrooms will be staffed with highly qualified teachers	Staffing	All	Principal, ILT	Summer 2012	Summer 2012		
Completion of quarterly curriculum maps	Instruction	All	ILT	Summer 2012	On-going		
Completed schedule of ILT meetings for the year	Instruction	All	ILT	Summer 2012	On-going		
Completed analysis of EXPLORE Data	Instruction	All	Teacher teams, ILT	Summer 2012	Summer 2012		
Completed analysis for Algebra Exam Analysis	Instruction	All	ILT/Teacher Team	Summer 2012	Summer 2012		
Staff will be trained on NWEA assessment and data analysis	Instruction	All	ILT/Teacher Team	Summer 2012	On-going		
Completion/preparation for back to school & registration	Staffing	All	Principal	Summer 2012	Summer 2012		
Completion of NWEA analysis and re-adjustment of curriculum if needed	Instruction	All	ILT/Teacher Team	Quarter 1	On-going		
Completed purchase of any supplemental instructional materials (workbooks, Expert 21 books, Everyday Math, etc.)	Instructional Materials	All	Principal, Clerk	Summer 2012	Summer 2012		
Completed purchase of instructional supplies for all grade levels	Instructional Materials	All	Principal, Clerk	Summer 2012	On-going		
Completed purchase of instructional supplies for Pre-K classroom	Instructional Materials	Other student group	Principal, Clerk, PFA Teacher	Quarter 1	On-going		
Completed purchase of books for Pre-K classroom	Instructional Materials	Other student group	Principal, Clerk, PFA Teacher	Quarter 1	On-going		
Completed purchase or lease of replacement computers to update/replace existing technology	Equipment/Technology	All	Principal, Assistant Principal	Summer 2012	Quarter 1		
Completed renewal and/or purchase of educational software subscriptions (i.e. Kids' College, Accelerated Reader - online version, etc.)	Instructional Materials	All	Principal, Assistant Principal, Clerk	Summer 2012	Quarter 1		



Strategic Priority 1

Completed purchase of various periodical subscriptions (i.e. Weekly Reader, Action for Teens, etc.)	Instructional Materials	All	Principal, teachers, Clerk	Summer 2012	Quarter 1		
Staff completes initial Common Core Professional Development	Professional Development	All	Principal, Assistant Principal, Teachers	Summer 2012	On-going		
Funds allocated for enrichment/ and/or remedial programming	Staffing	All	Principal, Assistant principal	Summer 2012	On-going		
Purchase of maintenance contract for all office equipment	Equipment/ Technology	All	Principal, Clerk	Summer 2012	On-going		
Replacement or lease of copier to replace obsolete equipment	Equipment/ Technology	All	Principal, Clerk	Summer 2012	On-going		
Staff necessary ESP to assist with remedial and/or enrichment programs	Staffing	All	Principal, Clerk	Summer 2012	On-going		
Substitute funding secured to support professional development and other instructional activities	Staffing	All	Principal, Clerk	Summer 2012	On-going		
Secure retired teachers to work with small groups for enrichment/remediation activities	Staffing	Other student group	Principal, Clerk	Summer 2012	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Promote and maintain a thriving professional learning community that shares and supports the individual professional growth of all staff members through inquiry and reflection on current research in education.	The data used to determine this priority was current staff attendance at PD sessions and agendas demonstrating their sharing or lack of active participation. We also used continuing education data from staff members (i.e. graduate coursework completed, workshops attended, etc.) as well as grade level meetings. A thriving learning community positively impacts instruction by 1) keeping staff members abreast of the latest

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Attend Professional Development on CPS Framework for Teaching	Professional Development	All	Principal, Assistant Principal, All teachers.	Summer 2012	On-going		
Attend Professional Development on Differentiated Instruction	Professional Development	All	Principal, Assistant Principal, All teachers.	Summer 2012	On-going		
Teacher leaders will complete CPS Leadership Training	Professional Development	All	ILT	Summer 2012	On-going		
Teachers complete Peer Observations and reflect with colleagues	Professional Development	All	ILT	Quarter 1	On-going		
Completion of weekly PD to address various needs identified by teachers and administration	Professional Development	All	Principal, Assistant Principal, ILT	Quarter 1	On-going		
Completion of various workshops to assist with understanding and implementation of the Common Core Standards	Professional Development	All	all staff	Summer 2012	On-going		
Implementation of lesson study protocol	Professional Development	All	ILT	Quarter 2	On-going		
Staff completion Capturing Kids' Hearts initial 3-day training	Professional Development	all	Principal	Summer 2012	summer 2012		
Reflection on attendance of various conferences and workshops attended by staff	Professional Development	All	Principal, teachers	Summer 2012	On-going		
Reflection and display of final products from various small PD group meetings (i.e. lesson study, CFE Study groups, curriculum mapping meetings, etc.	Staffing	All	principal	Quarter 1	On-going		
Presentation and grade level deep discussions on various data analysis activities	Staffing	All	principal	Summer 2012	On-going		
Completion of peer observations due to assistance provided by substitute coverage.	Staffing	All	principal	Quarter 2	On-going		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Create a college and career bound culture that supports the ever changing socio-emotional needs of our school community. This will be evident by the presence of differentiated instruction groups with the names of colleges, bulletin boards, field trips, guest speakers and classroom activities (i.e. Expert 21).	The data used to identify this priority includes students and teacher attendance on CPS Dashboard, misconducts and incidents in Verify, 2011 My School, My Voice Survey Results, 2011 year end reports from SEL partners and informal conversations with students, staff members and parents. When SEL needs are met 1) Teacher and student attendance increases, which maximizes quality instructional time 2) Students are more engaged in

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Completion of "Capturing Kids' Hearts" training by all staff members	Professional Development	all	ILT	Summer 2012	On-going		
Confirmed support of continuing partnerships with various agencies to support students mental health	Other	all	Principal, Assistant Principal, Counselor	On-going	On-going		
Continuation of the male mentoring program	After School/ Extended Day	Other student group	Principal, assistant principal	On-going	On-going		
Completed staffing of security guards and off duty police office	Staffing	all	Principal	Summer 2012	On-going		
Confirmed security staff in place for remedial and enrichment programs	Staffing	all	principal	Summer 2012	On-going		
Presentation of the 5th Annual High School Fair	Supplies	all	counselor, principal	Summer 2012	quarter 1		
Completed allocation of funds to support incentive trips to UIC/Depaul	Other	all	assistant principal	Summer 2012	On-going		
Successful implementation of a Career Exploration Day	Supplies	all	counselor, principal	Summer 2012	Quarter 2		
Presentation of various College research projects	Supplies	All	principal, counselor	Quarter 2	Quarter 4		
Student excursions to events at various area colleges/universities	Other	all	assistant principal	Summer 2012	On-going		
Implementation of a successful advisory program	Supplies	all	Principal, assistant principal, counselor	Summer 2012	On-going		
Successful enrichment and/or remedial activities led by ESP staff	Staffing	all	principal, assistant principal	Summer 2012	On-going		



Strategic Priority 4

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

Strategic Priority Description	Rationale
Encourage and assist parents and community members in supporting student learning using a variety of methods.	Data used to determine this priority include 1) parent attendance at PAC, LSC, PTA and parent grade level meetings 2) parent attendance at various school functions (i.e. Report Card Pick-Up, High School Fair, talent shows, Grandparents' Day, Assemblies, field trips) and My School, My Voice survey results. This priority positively impacts instruction because students who have parents actively involved in their educational

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increased parental participation in monthly parent meetings	LSC/ PAC/ PTA	Not Applicable	Principal, Assistant Principal	Quarter 1	On-going		
Improvement in percentage of completed My School, My Voice Surveys	Parental Involvement	All	Assistant Principal, School Community Representative	Quarter 3			
90% parental participation in Report Card Pick-up days	Parental Involvement	All	Assistant Principal, School Community Representative	Quarter 1	Quarter 3		
Completed staffing of existing positions to facilitate programs (School Community Representative, School Clerk Assistant)	Staffing	all	Principal, Assistant Principal	on-going	On-going		
Allocation of funds to support transportation costs to various community events (mileage/parking)	Other	Not Applicable	Principal, Assistant Principal	on-going	On-going		
Successfully host events for various community partnerships.	Other	All	Principal, Assistant Principal	on-going	On-going		
90% staff participation at family/community events (i.e. Family Nights)	Staffing	All	Principal, Assistant Principal	on-going	On-going		
Engaging consultants hired for parent workshops	LSC/ PAC/ PTA	All	Principal, Assistant Principal	on-going	On-going		
Scheduled mid year and end of year celebration for parent meetings	LSC/ PAC/ PTA	all	School Community Rep, PAC	Quarter 2	Quarter 4		
Parent workshops have all necessary materials	LSC/ PAC/ PTA	all	School Community Rep, PAC	on-going	On-going		
Refreshments provided at parent workshops and meetings	LSC/ PAC/ PTA	All	School Community Rep, PAC	on-going	On-going		
Staff hired to assist with recess	LSC/ PAC/ PTA	all	School Community Rep, PAC	on-going	On-going		



Strategic Priority 4

Consultants and partnerships are in place for enrichment activities during the longer school day (i.e. dance, music, art)	Staffing	all	Principal, Assistant Principal	on-going	On-going		
Parents attend relevant conferences and/or workshops	LSC/ PAC/ PTA	All	School Community Rep, PAC	on-going	On-going		
Maintain existing community partnerships	Other	all	Principal, Assistant Principal	on-going	On-going		

