



2012-2014 Continuous Improvement Work Plan

North River Elementary School

O'Hare Elementary Network
4416 N Troy St Chicago, IL 60625
ISBE ID: 150162990252935
School ID: 610354
Oracle ID: 26841



Mission Statement

Our mission is to promote a rigorous curriculum, developing college and career ready skills with a with a strong emphasis on fine arts within a broad multicultural environment sensitive to diversity.

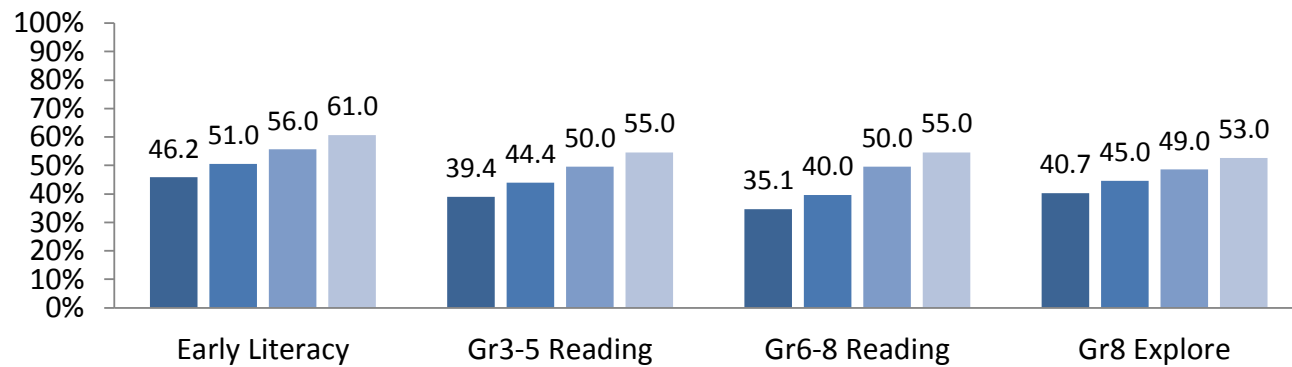
Strategic Priorities

1. Teachers deliver common core aligned literacy instruction, supported by Bloom's and Hess' Depth of Knowledge.
2. Teachers will use the Common Core aligned, math practices emphasizing real-world connections.
3. Teachers will effectively use curriculum mapping that will include our fine arts program.

School Performance Goals

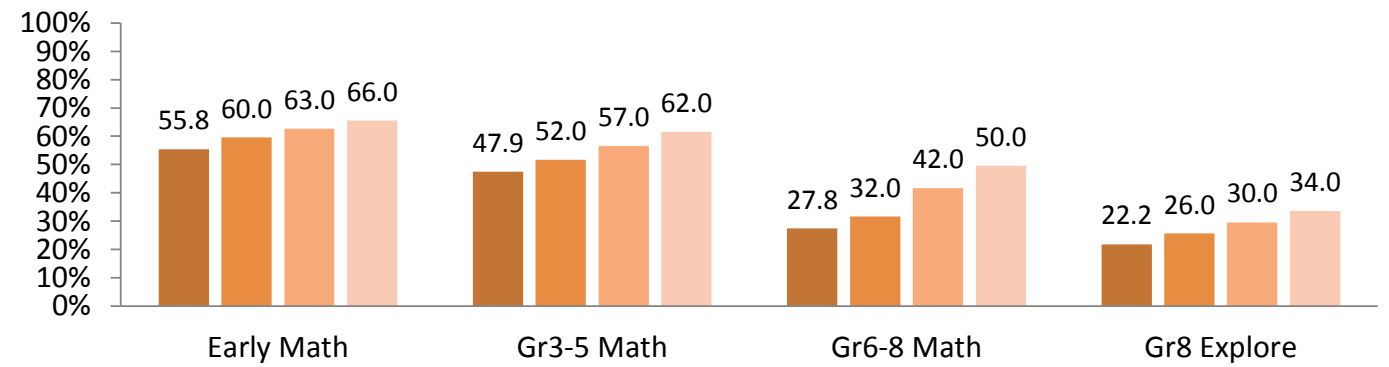
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	North River 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
Dr. Gilberto Sánchez	Principal
Mrs. Michele Alday-Engelman	Assistant Principal
Ariagna Castaneda	Classroom Teacher
Sarah Popowich	Classroom Teacher
Kari Jo Wagner	Special Education Faculty
Rosemary Powers	Classroom Teacher
Arnold Madlangbayan	Classroom Teacher
Mireya Muhlberger	Classroom Teacher
Ruth Muhlberger	Classroom Teacher
Jessica Bolhouse	Special Education Faculty
Janet Salas	LSC Member
Timothy Toner	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	46.2	51.0	56.0	61.0		Early Math % of students at Benchmark on mClass	55.8	60.0	63.0	66.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	39.4	44.4	50.0	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	47.9	52.0	57.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.3	61.3	64.0	67.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	64.1	67.0	70.0	73.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	35.1	40.0	50.0	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	27.8	32.0	42.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.9	60.0	63.0	66.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	35.7	41.0	46.0	51.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	40.7	45.0	49.0	53.0		Explore - Math % of students at college readiness benchmark	22.2	26.0	30.0	34.0



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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	95.6	96.0	97.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	20.1	19.0	18.0	17.0

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	72.6	75.0	78.0	81.0		ISAT - Reading % of students exceeding state standards	13.7	18.0	22.0	26.0
ISAT - Mathematics % of students meeting or exceeding state standards	76.5	79.0	82.0	85.0		ISAT - Mathematics % of students exceeding state standards	19.6	24.0	28.0	32.0
ISAT - Science % of students meeting or exceeding state standards	76.1	79.0	82.0	85.0		ISAT - Science % of students exceeding state standards	13.0	17.0	21.0	24.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	Based on quarterly Scantron and Dibels data, North River school (NRS) targets students' needs to ensure academic growth for all students. Staff also meets with Loyola partners regarding strategies and students related activities to promote academic growth.	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	NRS Principal provides on-going, at times written feedback, gathered from informal classroom visits. Feedback is also given during staff meetings, post conference from formal teacher observations, weekly newsletter and activities memo; principal also encourages numerous opportunities for professional development.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<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>NRS teachers participate in at least two school committees with documented minutes and sign-in sheets. Teachers are groomed for leadership. PLC leaders meet twice a month to discuss student data, strategies and concerns that impact student learning. Teacher led committees, specifically focused on target groups (e.g., English Language Learners [ELL] & , Students with Disabilities [SWD]) meet regularly. Bilingual Lead Teacher meets with parents frequently to gather input and move language related issues forward. Teacher staff has worked with administration to bring in numerous grants (e.g., North River Commission [\$3,000], Joffrey Ballett [\$16,000] & Innovation Grant [\$100,000 {approval pending}]).</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>According to agendas and minutes, the NRS ILT meets twice a month in order to work at improving teaching and learning school-wide. Participants represent expertise in the areas of primary, intermediate, and upper grade levels to special education and bilingual education needs. ILT members chair and facilitate Professional Learning Committees in order to engage staff in school's focus and provide professional development.</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>According to ILT agendas and PLC minutes, staff analyzes student Scantron and Dibels data quarterly and maintains classroom data along with formative assessments in accessible binders used to adjust and support student academic progress.</p>	4

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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>Based on PLC minutes, teachers use mandated core basal text materials, pacing charts, and lessons plans to set forth instruction. Staff has made a concerted effort to differentiate and include more student tasks and activities in Depth of Knowledge 3 and Bloom's 3, 4 & 5. Feedback from Network and Internal Rounds have been used to provide staff with feedback to refine instruction. Backward mapping, Units of Study and Professional Development focusing on the Common Core State Standards will be included among milestones for FY2013.</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>Based on PLC minutes, current instructional materials are aligned with standards that supports students with disabilities and English language learners. Teachers are currently working to align CCSS to current reading and math series used/expand use of other nonfiction and informational text.</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>Teachers school-wide maintain student benchmark, Scantron, Dibels, and formative assessment data in accessible binders. North River's partner (i.e., Loyola) conduct additional assessments (i.e., CBM) in reading and math to provide additional insight into student progress and so that teachers can reflect and refine their instruction.</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>According to 2011-2012 Instructional Rounds feedback, NRS teachers are working to align instruction to the Common Core State Standards, incorporate higher order thinking questions, challenging exceeds students, facilitate instruction and encourage student ownership through engaging performance tasks.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Based on NRS' RTI Plan, staff utilizes weekly classroom assessments, Unit tests, CBMs, Scantron and Dibels, in order to provide interventions to meet the needs of all students. North River has a detailed RTI process with structured interventions to meet the needs of students at risk in reading and math. Based on student's area of weakness, staff utilizes additional resources to address deficiencies.</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>Based on Professional Development evaluation feedback, NRS is working on establishing a Staff Development Plan that will monitor the effectiveness of all PD. For FY 2013, staff will choose a PD to attend, the administration will assign an additional area of focus.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<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>Since NRS is a small school and has one classroom per grade level, teachers attend grade-cluster Professional Learning Committees on a bi-weekly basis and are provided with common planning time weekly.</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>Based on in school "Instructional Rounds", teachers provide peer feedback at staff meetings. North River will work to create a plan to mentor and support new teachers and staff with new teaching assignments.</p>	

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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 	Based on CIWP committee discussions, NRS currently reinforces college and career readiness through Explore Testing, Junior Achievement, and Loyola Partnership.	
	Relationships ----->			4
	<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. 	NRS maintains a strong inclusive academic program, intermediate/upper autistic program, and an early childhood blended program that is supported with certified staff and paraprofessionals. In addition, English Language Learners (ELL) needs are met through NRS's bilingual program with additional support in an After School Program, "Asi Mi Tierra".	
Behavior & Safety ----->			4	
	<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. 	Based on "My Voice" survey NRS has maintained a safe environment through implementing the CPS Uniform Discipline Code and screening building visitors. In addition, NRS's counseling and crisis intervention team provides students with behavioral interventions as needed.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	North River principal informs parents weekly on up-coming events, criteria, and concerns in the Wednesday Parent Letter. The 'Morning Board' also informs parents and community of relevant events. Teachers and administration schedule conferences to attend to school related concerns.	
	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. 	Staff stays in constant communication with parents through the weekly Wednesday Newsletter, The Morning Board, and written communication (letter & email). Parents are encouraged to contact the office to schedule a parent/teacher conference during teachers' daily preparation periods or before or after school.	
	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. 	North River has quarterly assemblies that parents and community members attend. In addition, the Albany Park Coalition and the National Museum of Mexican Fine Arts (Juntos mtgs., Frida Kahlo) offers opportunities for parents and community members to become involved in and participate in NRS related events.	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<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. 	The counselor along with NRS support staff (social worker, nurse, disciplinarian, etc.) conduct home visits and establish outreach opportunities for families in need.	
	College & Career Exploration and election ----->			1
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Based on ILT meeting, information on college and career choices are provided at the upper grade level through the yearly Explore Test Inventory.	
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. 	College and career planning is provided through counselor meetings with upper grade students. Students and parents confer with the counselor in establishing secondary and higher educational goals.		
Enrichment & Extracurricular Engagement ----->			1	
<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. 	NRS extracurricular activities exist for, Girls on the Run (intermediate grade girls), Asi Mi Tierra (primary ELL), and intramural soccer (upper grades).		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Based on Explore Testing (8th grade) and CCSS Practice Testing (3rd-8th), students receive preparation for college and career assessments.	
	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. 	During PLC grade cluster meetings, staff meet and discuss curricular content and transition to new grades. NRS counselor and teachers (3rd, 6th, & 8th) work with students to meet benchmark criteria.	

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. 	Based on North River Commission (NRC), Donors Choose, and Joffrey Ballet and the National Museum of Mexican Fine Arts partnerships, NRS pursues resources that will help meet the needs of all students.	
	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. 	Based on yearly budgetary allotments and student needs, NRS works with an interview team (teacher grade level, discipline specialty, & administration) in a multiple step interview process; in order to select a candidate that will effectively meet the needs of the school and students.	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	Based on current common planning time across grade clusters (primary, intermediate, & upper) and PLC clusters (e.g., LA, Math), staff meets weekly to discuss and address student needs.	

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

Our mission is to promote a rigorous curriculum, developing college and career ready skills with a with a strong emphasis on fine arts within a broad multicultural environment sensitive to diversity.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers deliver common core aligned literacy instruction, supported by Bloom's and Hess' Depth of Knowledge.	North River needs to implement a rigorous curriculum as we have below 50% of our students at or above grade-level, as measured on Scantron/Dibels for all grades.
2	Teachers will use the Common Core aligned, math practices emphasizing real-world connections.	North River needs to implement a rigorous math curriculum as we have below 50% of our students at or above grade-level, as measured on Scantron for 3rd - 8th grades.
3	Teachers will effectively use curriculum mapping that will include our fine arts program.	In line with North River's mission and supported by teachers, students and parents, North River will expand the provision of a fine arts curriculum with current NRS partners (e.g., Joffrey Ballet).
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers deliver common core aligned literacy instruction, supported by Bloom's and Hess' Depth of Knowledge.	North River needs to implement a rigorous curriculum as we have below 50% of our students at or above grade-level, as measured on Scantron/Dibels for all grades.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. Grade cluster teachers (e.g., K-2, 3-5 & 6-8) will develop cross-curricular Units of Study (3 per year [primary] & 1 per quarter intermediate and upper grades) starting September 2012. Cross-Curricular Units will yield an increase of 4% of students at grade level performance in reading as measured on the fall – spring NWEA/DIBELS assessments.	Instruction	All	Teachers	On-going			
2. Starting FY2013, all teachers will implement Common Core State Standards (CCSS) in each of English Language Arts (ELA) and Social Studies as observed on their weekly lesson plans and through administrative classroom visits. Implementation of CCSS in daily instruction will yield an increase of 4% of students scoring at exceeds in reading as measured on ISAT 2013 Performance Policy Report.	Instruction	All	Teachers	Quarter 1			
3. Counselor will coordinate one College & Career Readiness Fair with neighboring Albany Park Elementary Schools to promote post secondary options during the first quarter (i.e., November 2012) during the selective enrollment application process.	Other	All	Teachers	Quarter 1			



Strategic Priority 1

<p>4. Counselor, along with the student council, will coordinate College & Career Activities within all North River classrooms throughout the year. All teachers will develop student activities (e.g., collages/drawings [for primary] & research/banners for intermediate/upper) that emphasize and encourage post secondary options for students. Each of primary, intermediate and upper classrooms will exhibit a minimum of 3 student/group project(s) for display at North River's Assemblies throughout the year (e.g., primary @ October's Bear's Outreach Assembly; intermediate @ December's Winter Wonderland & Upper @ May's Spring Assembly).</p>	Other	All	Teachers	On-going			
<p>5. All teachers will participate in a minimum of 1 Professional Development activity (e.g., BER, [teacher determined]) pertaining to the Instruction, Planning & Preparation or the Classroom Environment within FY2013.</p>	Professional Development	All	Teachers	On-going			
<p>6. All teachers will participate in a minimum of 6 hours of CPS provided Professional Development (CPS University) pertaining to the instructional use of iPads in the classroom in FY 2013.</p>	Professional Development	All	Teachers	On-going			
<p>7. All 3rd - 8th grade (and primary where appropriate) teachers will implement levels 3 and 4 DOK student activities in the development of Essential Questions in ELA. Activities will be documented on teachers' weekly lesson plans starting the 5th week of school. DOK activities & Essential Questions will yield an increase of 4% in the composite score of students at Exceeds, as measured in the 2013 Performance Policy of the ISAT assessment.</p>	Professional Development	All	Teachers	On-going			
<p>8. Each quarter, administrators will perform random reviews (of 3-4 students in each program) of progress monitoring conducted by Special Education Teachers for IEP goals in reading of students with disabilities in Pre-K to 8th grades. Administration feedback will emphasize appropriate "next steps" for student growth.</p>	Instruction	Students With Disabilities	Administration	On-going			

Strategic Priority 1

<p>9. Within cross-curricular Units of Study (3 per year [primary] & 1 per quarter intermediate and upper grades), all grade cluster teachers will support common vocabulary through text-dependent questions (TDQ) that will increase development of a Common academic vocabulary (CAV). Weekly and quarterly focus on TDQs and CAV will yield an increase of 4% in English Language Learners ' keeping pace Reading (making growth targets) on the fall to spring NWEA assessments.</p>	<p>Instruction</p>	<p>English Language Learners</p>	<p>Teachers</p>	<p>On-going</p>			
<p>10. Within cross-curricular Units of Study (3 per year [primary] & 1 per quarter intermediate and upper grades), all grade cluster teachers will support common vocabulary through text-dependent questions (TDQ) that will increase development of a common academic vocabulary (CAV). Weekly and quarterly focus on CAV & TDQs will yield an increase of 4% in students' at grade level performance in reading (% of student at or above grade level) on the fall-spring NWEA assessments.</p>	<p>Instruction</p>	<p>All</p>	<p>Teachers</p>	<p>On-going</p>			
<p>11. All reading teachers will include exemplar texts (e.g., chapter books, nonfiction, information and/or literature), a minimum of two per year (in 1st-2nd grades) or 1 per quarter (in 3rd - 8th grades) to supplement the core curriculum. Inclusion of exemplar text will yield an increase of 4% of students at grade level performance in Reading as measured on NWEA.</p>	<p>Instruction</p>	<p>All</p>	<p>Teachers</p>	<p>On-going</p>			
<p>12. Upon completion of NWEA/DIBELS student assessments (three times a year), PLC teams will discuss & analysis student data at each grade level to identify and develop two to four "next steps" in instruction. Steps may include, but are not limited to, targeting specific students/groups and conducting follow up activities.</p>	<p>Instruction</p>	<p>All</p>	<p>Teachers</p>	<p>On-going</p>			
<p>13. Beginning the 20th day of school (FY2013), administrators will conduct a minimum of two classroom visits a week and provide teachers with written feedback in regards to increasing rigor in the classroom.</p>	<p>Other</p>	<p>Not Applicable</p>	<p>Teachers and PLC Leaders</p>	<p>On-going</p>			



Strategic Priority 1

14. Starting FY2013, teachers, in collaboration with Loyola partners, will work with small student groups (maximum of five) on Reading weakness identified via DIBELS or NWEA fall assessment (Tier II/III students). Intervention strategies will increase individual student's performance score by a minimum of 5% on following district assessment (i.e., winter /spring).	Instruction	Other student group	Administration	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
Teachers will use the Common Core aligned, math practices emphasizing real-world connections.	North River needs to implement a rigorous math curriculum as we have below 50% of our students at or above grade-level, as measured on Scantron for 3rd - 8th grades.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. Starting FY2013, upper grades (6th-8th) departmental math will implement the Common Core State Standards in math as observed in their weekly lesson plans and administrative classroom visits; which will yield an increase of 4% of students at grade level performance (NPR:50) in math as measured on 2013 Spring NWEA assessment.	Instruction	All	Teachers	On-going			
2. Starting FY2013, all teachers will implement the Common Core State Math Practices in adherence to CPS' Math Content Framework, as observed in their weekly lesson plans and through administrative classroom visits. Implementation of CCSS Math Practices in daily instruction will yield an increase of 4% of students scoring at grade level performance in math as measured on 2013 Spring NWEA/mClass assessment.	Instruction	All	Teachers	On-going			
3. By FY2014, Algebra will be offered to 8th grade students that meet the Algebra course requirements as outlined on the CMSI website; Algebra course offering will yield a 4% increase in the number of students at exceeds level performance in math as measured on ISAT Math for the 2014 Principal Performance Scorecard.	Instruction	All	Administration & Teacher	Year 2			

Strategic Priority 2

<p>4. Starting FY2013, all teachers of Math will participate in a minimum of 2 Professional Development activities (1 administrative directed/1 teacher determined) for implementing Common Core State Standards aligned to Math. Staff participation in PD will contribute to a 4% increase in the number of students “at and above grade level” in Math as measured on 2013 Spring NWEA/mClass assessment.</p>	Professional Development	All	Administration & Teachers	On-going			
<p>5. Grade cluster teachers (e.g., K-2, 3-5 & 6-8) will develop cross-curricular Units of Study (3 per year [primary] & 1 per quarter intermediate and upper grades) starting September 2012. Cross-Curricular Units will yield an increase of 4% of students at grade level performance in Math as measured on fall to spring NWEA/mClass assessments.</p>	Instruction	All	Teachers	On-going			
<p>6. Starting the beginning of FY2013, all teachers of Math will implement Hess Vocabulary/Depth Of Knowledge (DOK) in the development of Essential Questions for each unit as observed in their weekly lesson plans and quarterly curriculum mapping. Implementation of DOK/Essential Questions will yield an increase of 4% of students scoring at exceeds in Math as measured on REA’s ISAT 2013 assessment for 3rd – 8 grades.</p>	Instruction	All	Teachers	On-going			
<p>7. Within cross-curricular Units of Study (3 per year [primary] & 1 per quarter intermediate and upper grades), all grade cluster teachers will support vocabulary through text-dependent questions (TDQ) that will increase development of a common academic vocabulary (CAV). Weekly and quarterly focus on CAV & TDQs will yield an increase of 4% in students' at grade level performance in Math (% of student at or above grade level) on the fall-spring NWEA assessments.</p>	Instruction	All	Administration	On-going			
<p>8. Administrators will conduct teacher observations in all K-8th grade Math classes in order to monitor rigorous instruction. Administrators’ observations and written feedback will contribute to an increase of 4% of students scoring at the meets and exceeds level on the 2013 ISAT.</p>	Instruction	Not Applicable	Administration	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
Teachers will effectively use curriculum mapping that will include our fine arts program.	In line with North River's mission and supported by teachers, students and parents, North River will expand the provision of a fine arts curriculum with current NRS partners (e.g., Joffrey Ballet).

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. Starting in FY2013, staff will participate in one professional development activity (per semester) on common themes and connecting fine arts standards to core curricular content (units of study).	Professional Development	All	Teachers	On-going			
2. In FY2013, each classroom will perform an enrichment activity, collaborated on with the Joffrey Ballet, in at least two of North River's school wide assemblies: Open House, Bears Outreach, Winter Assembly, Spring Talent Show and End of the Year Assembly.	Other	All	Teachers	On-going			
3. Starting in FY2013, teachers will use Fine Arts' enrichment activities, collaborated on with the Joffrey Ballet, so that students can communicate meaning and express empathy for others through student performances at North River's school assemblies. Students' participation in enrichment activities/performances will contribute to a 3% decrease in misconducts, as measured in the SY2013 Principal Performance.	Other	All	Teachers	On-going			
4. Teachers in K-8th will include Fine Arts enrichment activities (i.e., Joffrey Ballet) to apply and demonstrate critical and creative thinking skills in instruction of the core content areas, as evinced in weekly lesson plans and units of study. Fine Arts focus will contribute to a 4% increase in the composite Exceeds score in reading on the 2013 ISAT assessment.	Instruction	All	Teachers	On-going			

Strategic Priority 3

<p>5. Within cross-curricular Units of Study (3 per year [primary] & 1 per quarter intermediate and upper grades), all grade cluster teachers will support enrichment vocabulary through text-dependent questions (TDQ) that will increase development of a Common Enrichment Vocabulary (CEV). Weekly and quarterly focus on TDQs and CEV will contribute to an increase of 4% in students' keeping pace - Reading (making growth targets) on the fall to spring NWEA assessments.</p>	<p>Instruction</p>	<p>All</p>	<p>Teachers</p>	<p>On-going</p>			
<p>6. Teachers will use Fine Arts activities (e.g., Joffrey Ballet) to have students identify differences among, and contributions of, various social and cultural groups. Teacher-made tests will be used for students to cite contributions of social and cultural groups; Joffrey Ballet's MSDC assessments will be used to gauge students' perceptions of social and cultural groups. Focus on difference/contributions of social and cultural groups will lead to a 4% increase in students' perception of safety at North River, as measured in the SY2013 Principal Performance Scorecard.</p>	<p>Other</p>	<p>All</p>	<p>Teachers</p>	<p>On-going</p>			
<p>7. Teachers will use Fine Arts activities (e.g., Joffrey Ballet) to have students promote a positive school environment. In the My Voice/My School student survey, conducted in the 3rd quarter, the number of students who cite North River provides a supportive environment (i.e., school is safe, demanding and supportive) will increase by 4%.</p>	<p>Other</p>	<p>All</p>	<p>Teachers</p>	<p>On-going</p>			
<p>8. Starting in FY2013, teachers will use Fine Arts' enrichment activities, collaborated on with the Joffrey Ballet, so that students will improve school climate by 3% and increase student attendance by 1%, as measured on SY2013 Principal Performance Scorecard.</p>	<p>Other</p>	<p>All</p>	<p>Teachers</p>	<p>On-going</p>			



Strategic Priority 3

