



2012-2014 Continuous Improvement Work Plan

Edward Jenner Elementary Academy of the Arts

Fullerton Elementary Network
1119 N Cleveland Ave Chicago, IL 60610
ISBE ID: 150162990252287
School ID: 610012
Oracle ID: 23951



Mission Statement

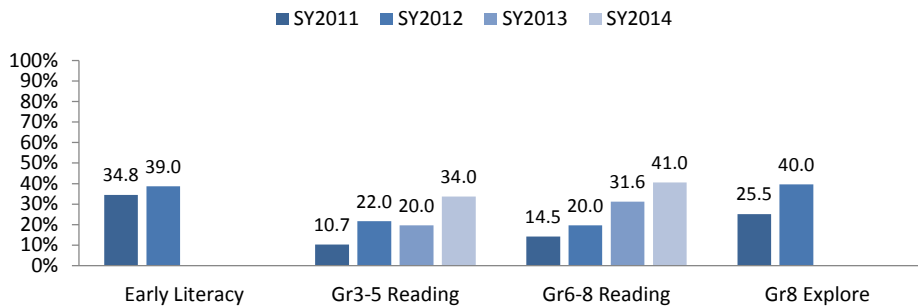
We are committed to the goal of preparing each student to compete in today's society. Working with parents and committee members, the school will build upon each student's inherent strength to mitigate those factors which inhibit educational growth. To this end we will incorporate programs, goals and activities which address students' academic needs, as well as, offer avenues for students to develop their talents and skills beyond core curricular subjects.

Strategic Priorities

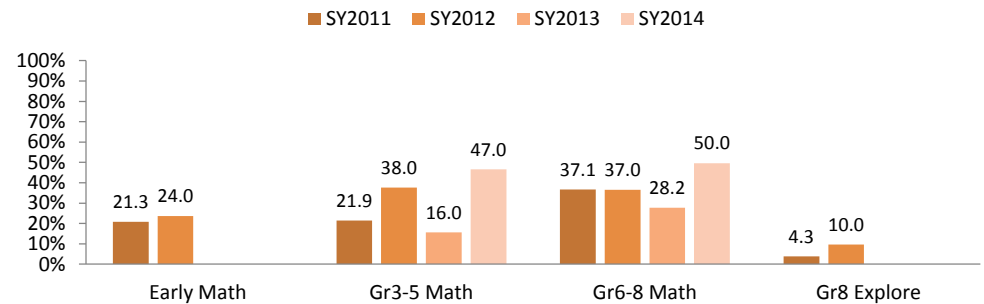
- 1. Provide all teachers with targeted professional development designed to familiarize them on the CPS Literacy & Mathematics Frameworks and the implementation of the CPS Framework for Teaching. Through the implementation of this professional development teachers will gain the ability to provide quality instruction by aligning their
2. Jenner will provide a comprehensive Response to Intervention (RTI) program aimed at identifying students who are able to benefit from academic interventions and/or enrichment activities. In addition to the academics, this program will address the social-emotional needs of our students. This Positive Behavior Invention Strategies and
3. Jenner will seek to enhance its Parent Involvement Program.

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:

Edward Jenner Elementary Academy of the Arts

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
Berlinder Fry	Principal
LaTonya Boykin	Assistant Principal
Deborah Sheriff	Lead/ Resource Teacher
Rebecca Tauble	Classroom Teacher
Portia Ramsey	Special Education Faculty
Shinda Pickett	Counselor/Case Manager
Mathias Schergen	Other

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	34.8	39.0			Early Math % of students at Benchmark on mClass	21.3	24.0		
3rd - 5th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	10.7	22.0	20.0	34.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.7	58.0	61.0	64.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	42.3	63.0	66.0	70.0	6th - 8th Grade				
6th - 8th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	14.5	20.0	31.6	41.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	69.4	78.0	81.0	84.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.7	50.0	53.0	56.0	8th Grade				
8th Grade					Explore - Math % of students at college readiness benchmark				
Explore - Reading % of students at college readiness benchmark	25.5	40.0				4.3	10.0		

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	88.9	95.0	96.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	16.0	12.0	10.0	10.0

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	50.6	58.0	65.0	71.0		ISAT - Reading % of students exceeding state standards	1.3	2.0	12.0	22.0
ISAT - Mathematics % of students meeting or exceeding state standards	65.7	71.0	76.0	80.0		ISAT - Mathematics % of students exceeding state standards	8.2	11.0	17.0	29.0
ISAT - Science % of students meeting or exceeding state standards	51.4	54.0	58.0	63.0		ISAT - Science % of students exceeding state standards	2.9	4.0	8.0	16.0

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 ----->			1
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Jenner's goals for student achievement were established through a goal-setting process spearheaded by its Chief of Schools. The goals were aimed at making incremental, but substantive targeted student growth through targeted quartile movement. The ILT was instrumental to helping to craft our school's Theory of Action. As the year progressed, it became clear that Jenner's Theory of Action needed to be revised. Although we were still focusing on critical areas of need within our school (SPED students, Intervention & Enrichment strategies for identified students, Developing a Positive Student-Centered School Environment, & Creating a Data-Driven School Wide Culture) the ILT realized that the goals were written too broadly and needed to be restructured; as we sought to align the school's Continuous Improvement Work Plan with the Theory of Action.</p>	
	Principal Leadership ----->			1
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>This past year, the principal has struggled finding a balance between the competing roles of being an instructional leader and the school's operational manager. To that end, the principal monitored instructional practices, primarily for teacher evaluation. During teacher conferences, grade level and staff meetings, the principal provided feedback for areas of concern that tended to impact classrooms across the school. For instance, many teachers were struggling with one or two students who consistently interrupted instruction. The matter was addressed and structures put in place so that, in the event that something similar happens, teachers have a plan in place. The principal recognizes that there are a number of areas for improvement; therefore, she will reevaluate the duties of key staff members. Once done, the principal will be able to spend a greater amount of time in classrooms focusing on the instructional practices and addressing any concerns that interfere with teachers providing students with a high quality instructional program.</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
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>Jenner’s Instructional Leadership Team consists of the following individuals: Ms. Fry (principal), Ms. Boykin (AP), Ms. Sheriff (LLT), Ms. Pickett (School Counselor/Case Manager), Ms. Payne (Upper Grade Math Specialist), Mr. Ablao (Intermediate Teacher/Reading Specialist), Ms. Taubel (SPED Teacher), & Mr. Schergen (Fine Arts Teacher). Initially, the team met bi-weekly as we were forming the team and analyzing school wide data. Various Instructional Leadership Team members led professional development sessions for teachers throughout the school year. Those sessions included, but was not limited to—Respectful Interactions, How to Develop and Maintain a Classroom Climate where Students Can Soar, Reading Strategies in the Content Areas, 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
Instructional Leadership Team (ILT)			2
<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>Jenner's Instructional Leadership Team consists of the following individuals: Ms. Fry (principal), Ms. Boykin (AP), Ms. Sheriff (LLT), Ms. Pickett (School Counselor/Case Manager), Ms. Payne (Upper Grade Math Specialist), Mr. Ablao (Intermediate Teacher/Reading Specialist), Ms. Taubel (SPED Teacher), & Mr. Schergen (Fine Arts Teacher). Initially, the team met bi-weekly as we were forming the team and analyzing school wide data. The composition of the team reflects all grade levels and our special needs students population. Various Instructional Leadership Team members led professional development sessions throughout the school year. Those sessions included, but was not limited to—Respectful Interactions, How to Develop and Maintain a Classroom Climate where Students Can Soar, Reading Strategies in the Content Areas, etc.</p>	
Monitoring and adjusting			1
<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>As a result of block scheduling, teachers are able to meet weekly to engage in instructional planning and data analysis. Each week, there is an identified instructional focus and housekeeping busy is kept to a minimum. Although data analysis primarily centers on benchmark assessments, it is intended that during the upcoming school year, we will develop a more robust and systematic approach to data analysis by developing a data driven culture.</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 2: Core Instruction	Curriculum ----->			1
	<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>For the most part, teachers follow the pacing guides suggested by the instructional materials used. Many of the short and long term plans written, tend to focus on the struggling students. Furthermore, teachers often teach to those struggling students, at the expense of reaching students who are "on track" or students who would benefit from a more challenging academic instructional program. With that said, teacher teams will be directed to create year-long curriculum maps in core subject areas aligned to the CCSS. They will be required to place a special emphasis on ensuring that the plans address the needs of all learners. Common unit planning referencing the CPS Framework for Teaching and the CPS Literacy & Mathematics Content Frameworks will be one of Jenner's school wide focuses for the upcoming school year.</p> <p>For the most part, teachers follow the pacing guides suggested by the instructional materials used. Many of the short and long term</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>All teachers, including SPED teachers, have Board approved core instructional materials which includes the following: . Teachers have at their disposal intervention and enrichment supplemental materials aligned to the core instructional program. In addition to the core instructional materials, all classroom teachers have extensive leveled classroom libraries for students' use.</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>				

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
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>At the start of the school year, all students are assessed using several diagnostic measures. Once students are assigned reading levels based on their performance on Fountas & Pinnell's Assessment and Fluency Snapshot measures, teachers determine which students are assigned to various flexible instructional groups. Students are assessed on a quarterly basis, or sooner if warranted, to determine student academic growth. The data gathered is then used to populate a data wall housed in the Teacher Resource Room that teachers reference throughout the year. Teachers are encouraged to use the assessment results to inform their instructional plans. In addition, decisions are made based on testing result for those students who would benefit from more targeted instruction or enrichment activities.</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
Instruction ----->			1
<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>Based on students' scores on Scantron, ISAT and weekly assessments in many classrooms, indicates that instruction is a major concern, as teacher practice impacts students' learning. Just as pacing guides suggested by instructional materials often tended to inform the instruction most students received at Jenner this year, learning objectives and questions outlined in the instructional guides tended to be at the forefront of instruction in many classrooms. This generally led to the instruction provided either being above or below the needs of the students. Another concern that will be addressed is the reliance on whole-group instruction and throughout the grade levels.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			1
	<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>RTI structures, in the form of scheduled meetings, have been set up to allow teachers opportunities to address the needs of struggling students. Teachers are encouraged to address students' needs with regards to academics and/or behavioral concerns. Teachers need schedule themselves to attend the meeting. They are expected to bring student documentation and evidence of the methods they've taken to address the specific learning/behavior concern. The RTI team meets with the teacher, assist in setting up the RTI folder using documentation provided by the teacher and suggestions offered by the team. Before leaving the meeting, the teacher decides on implementing a different intervention, the time of intervention and method of documentation for specific students. And the next RTI team meeting time is arranged to discuss outcomes. We acknowledge that there is plenty of room for improvement, in that; we have yet to have a systematic approach. As it stands, most meetings are teacher initiated—other than those students who are targeted for intervention during our initial beginning of the school assessment screeners.</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>Jenner Academy does have a year-long plan for staff development that was loosely arranged around various focuses. At the start of the school year, the principal conducted a teacher survey focus on areas of instructional development teachers felt were a concern for them. Teachers were also asked to create an individual plan designed around an issue they felt would help them improve their practice. The school wide staff development plan included topics addressed by Fullerton Network, Principal's meetings and district-wide initiatives. During the upcoming school year, Jenner's year-long staff development plan will focus primarily on familiarizing teachers with Common Core State Standards, the CPS Teaching and Learning</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 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>As a result of block scheduling, teachers are able to meet weekly to engage in instructional planning and data analysis. Each week, there is an identified instructional focus and housekeeping busy is kept to a minimum. Although data analysis primarily centers on benchmark assessments, it is intended that during the upcoming school year, we will develop a more robust and systematic approach to data analysis by developing a data driven culture.</p>	
	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. 	<p>Instructional coaching is a work in process, here at Jenner Academy. Usually, when new teachers arrive, they are welcomed and provided a Teacher's Handbook which details for them the general operating procedures. They are provided an initial tour of the school and special mentioned is made of the many instructional resources we have on hand. During common planning time, new teachers have opportunities to meet with peers and share questions and/or concerns. They also have opportunities to visit classroom for peer observations. Although our aim is to integrate peer observations and cross-classroom visitations into our school staff development plan, currently these opportunities are usually done informally, at the request of the teacher. Once an interest has been shown, special arrangements are made to accommodate the classroom visit.</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 4: Climate and Culture	High expectations & College-going culture ----->			1
	<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>An annual career fair designed to expose upper grade students to various career possibilities, there has not been an emphasis on preparing students to be college and/or career ready at Jenner Academy.</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>As the new principal at Jenner Academy, my goal has been to create a warm, inviting, academically challenging student-centered school environment. According to 2010-2011 My Voice, My School student surveys, many felt unsafe, unheard and overlooked. Many complained that their concerns were often dismissed. Although we have yet to receive this year's My Voice, My Choice survey results, based on an internal survey distributed by the ILT, 72% of students' responses indicated that they felt safe at school and felt as if they could voice their concerns. Maybe indicated that they liked the idea that the principal placed a suggestion box in the office and encouraged everyone, especially students, to offer suggestions for school improvement. All students, including our special needs students, are provided opportunities to engage in whole school activities, before, during and after school events social events.</p>	
Behavior & Safety ----->			2	

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
<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>Teachers have been encouraged to develop programs in their classrooms designed to establish structures in their classroom to promote positive and productive classroom behavior and to address misbehavior which interferes with classroom environments conducive to teaching and learning. To that end, Jenner does not have a common, consistent school-wide approach to student discipline.</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
NSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The school principal did provide parents with information related to the school's performance through parent meetings and/or at the request of a parent. With regards to the school's grading system, information was shared through the monthly parent newsletter or when parents asked questions of the teacher or school administrators. It was cited in our Illinois State Board of Education Audit that the school does a fine job of communicating with parents once the parent approaches the school personnel for information. This speaks to a critical need that has to be addressed. The school must take action to be proactive in communicating with parents—those who seek information, as well as, those who might not always take the initiative to do so.</p>	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>The school principal did provide parents with information related to the school's performance through parent meetings and/or at the request of a parent. With regards to the school's grading system, information was shared through the monthly parent newsletter or when parents asked questions of the teacher or school administrators. It was cited in our Illinois State Board of Education Audit that the school does a fine job of communicating with parents once the parent approaches the school personnel for information. This speaks to a critical need that has to be addressed. The school must take action to be proactive in communicating with parents—those who seek information, as well as, those who might not always take the initiative to do so.</p>	
	Bonding ----->			2

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
DIMEI	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The principal fosters a warm and welcoming school environment. Opportunities to meet the needs of students and their families are paramount. Jenner has partnered with several social service agencies that are instrumental in providing services to our students and their families. DePaul Community Health Center provides individual and family counseling, parent workshops on childcare, on teen issues and on Anger Management for students and parents, etc. Moody Heath Center also provides parent workshops addressing concerns our parents have.</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
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Jenner has a vested interest in addressing the needs of the whole child. In doing so, we collaborate with a number of social service agencies--DePaul Community Center, Windfield-Moody Health Center, and others. Students and family needs are met to the extent possible during and after school hours.</p>	
	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. 	<p>Other than primary grade teachers occasionally teaching an instructional unit on community helpers, and an annual career fair designed to expose upper grade students to various career possibilities, there has not been an emphasis on preparing students to be college and/or career ready at Jenner Academy.</p>	
Academic Planning ----->			1	
<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>Although many of our higher performing students are encouraged to apply for select enrollment high schools, all of our students would benefit from a more concerted effort (on the part of Jenner's teaching staff) of involving them in career exploration; thereby, exposing them to various interest as it relates to future career choice.</p>		
Enrichment & Extracurricular Engagement ----->			2	
<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 students are provided many opportunities to engaging in various extracurricular activities including basketball, soccer, baseball, etc. based primarily on the students' interests.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			1
	<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. 	Our students have not had an opportunity to participate in college and career ready 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. 	DNA	
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. 	At Jenner, families are provided with minimum information as students travel between key grades with the exception of eighth graders. In the primary grades, parents are invited to a conference to discuss students who are at risk for being retained. With regards to eighth graders, the student and his/her parents are invited to an Exit Interview where the students' status and progress towards graduation are discussed.	

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 ----->			1
	<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>This school year, with the aid of the Continuous Improvement Work Plan and Jenner's Theory of Action, discretionary funds were aligned to the school's identified needs. Funds were set aside to address the Jenner's school wide climate and culture through the implementation of a Positive Behavior Intervention and Supports (PBIS) program. By doing so, students' social-emotional needs and needs for academic interventions and/or enrichment will be addressed through a comprehensive program designed to promote improved student progress and achievement. In addition to focusing on improved school climate, through the use of PBIS Jenner staff recognizes the need to implement structures to positively impact student attendance. A student attendance improvement program (targeting students who are chronically tardy or truant) will run in concert with the PBIS program. Additional funds were set aside, with this plan in mind.</p>	
	Building a Team ----->			1
	<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>When hiring at Jenner Academy, it has been the practice that once a vacancy has been identified and it has been determined that the vacancy can be filled, perspective candidates are interviewed by the administrative team and teachers currently teaching at the grade level where the vacancy exists. On occasion, opportunities to observe candidates teaching have occurred. More often than not, however, this has not been the case.</p>	
	Use of Time ----->			2

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
<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>Although the school schedule has been based on the number of minutes per subject, block scheduling allows teacher to meet weekly for a 60 minute block of time to collaborate and analyze student data and student work to inform instructional decisions. Scheduling intervention for struggling students is often initiated once students are assessed at the beginning of school through Fontuas & Pennell's Leveling System.</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

We are committed to the goal of preparing each student to compete in today's society. Working with parents and committee members, the school will build upon each student's inherent strength to mitigate those factors which inhibit educational growth. To this end we will incorporate programs, goals and activities which address students' academic needs, as well as, offer avenues for students to develop their talents and skills beyond core curricular subjects.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide all teachers with targeted professional development designed to familiarize them on the CPS Literacy & Mathematics Frameworks and the implementation of the CPS Framework for Teaching. Through the implementation of this professional development teachers will gain the ability to provide quality instruction by aligning their instruction to the Literacy Common Core State Standards and the mathematical practices for all students served with an emphasis on meeting students' individualized instructional needs.	An analysis of SPED students' performance on ISAT reflects minimum progress from year to year. Our SPED students, over time, have scored significantly below their non-disabled peers in every grade level and every subject. Our current Scantron scores indicates, when ranked according to performance levels, that of the 79 students identified, all but two fell within the warning category.
2	Jenner will provide a comprehensive Response to Intervention (RTI) program aimed at identifying students who are able to benefit from academic interventions and/or enrichment activities. In addition to the academics, this program will address the social-emotional needs of our students. This Positive Behavior Invention Strategies and Supports (PBIS) program will address the school wide culture and climate.	Although the number of school suspensions have decreased from last year numbers, to foster a school wide climate more conducive to teaching and learning, our students would benefit from a program which taught them problem-solving skills to address various disruptions before, during and after school. Moreover, our teachers would benefit, in that, they too will have an opportunity to incorporate new strategies into their teaching repertoire for dealing with classroom disruptions. To address the need for our students to make substantial academic growth through quartile movement, we will provide intensive target instruction designed to address gaps in their learning through small group instruction and progress monitoring. In addition to addressing the needs of our struggling learners, we will focus our attention on those students who are on target and/or accelerated through this same avenue by offering enrichment activities.
3	Jenner will seek to enhance its Parent Involvement Program.	Jenner will seek to enhance its Parent Involvement Program by providing parents with updated information related to the Common Core. So, parents can be better prepared to help their children at home. This will be done through in-services and working sessions throughout the school year designed to help parents partner with the Jenner family in providing a high quality educational program for all students served.
4		
5		

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
Provide all teachers with targeted professional development designed to familiarize them on the CPS Literacy & Mathematics Frameworks and the implementation of the CPS Framework for Teaching. Through the implementation of this professional development teachers will gain the ability to provide quality instruction by aligning their instruction to the Literacy Common Core State Standards and the mathematical practices for all	An analysis of SPED students' performance on ISAT reflects minimum progress from year to year. Our SPED students, over time, have scored significantly below their non-disabled peers in every grade level and every subject. Our current Scantron scores indicates, when ranked according to performance levels, that of the 79 students identified, all but two fell within the warning category.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
As we are moving toward the teaching of Common Core State Standards, teachers will participate in professional development designed to prepare them for the incorporating the Common Core State Standard in their daily planning and instruction.	Professional Development	Students With Disabilities	Principal, ILT, Consultants	Quarter 1			
As we are moving toward the teaching of Common Core State Standards, teachers will participate in professional development designed to prepare them for the incorporating the Common Core State Standard in their daily planning and instruction.	Professional Development	Students With Disabilities	Principal, ILT, Consultants	Quarter 1			
In order to effectively integrate the CCSS into daily instruction and provide quality teaching experiences for students, teachers must participate in professional development in the use of "Best Practice" strategies and Instructional techniques designed to promote student engagement and learning.	Professional Development	Students With Disabilities	Principal, ILT, Consultants	Quarter 1			
Teachers will be responsible for planning and submitting 1st Quarter Unit plans aligned to Common Core State Standards for each core subject taught.	Instruction	Students With Disabilities	Teachers & Teacher Teams	Quarter 1			
As we are moving toward the teaching of Common Core State Standards, the students attending Jenner Academy will be taught by teachers who have specialized training and each of the follow subject areas: Language Arts, Math or Science.	Instruction	Students With Disabilities	Principal	Quarter 1			
All teachers will submit year long curriculum maps highlighting the content they are responsible for teaching in each core subject area.	Instruction	Students With Disabilities	Teachers & Teacher Teams	Quarter 1			
Teachers will be responsible for planning and submitting 1st Quarter Unit plans aligned to Common Core State Standards for each core subject taught.	Instruction	Students With Disabilities	Teachers	Quarter 1			

Strategic Priority 1

Since the Common Core places a strong emphasis on the teaching of Literacy skills and Jenner Academy intends to prepare our students to be college and career ready, the Instructional Leadership Team will provide a series of after school workshops for all teaching staff on Reading in the Content Area focusing on reading strategies for mathematics, science and social studies	Professional Development	Students With Disabilities	ILT, Teachers & Teacher Teams	Quarter 1			
In preparing our students to be college and career ready, we will make a concerted effort to expose all of our students to the requirements of various career options, as well as, the qualifications for acceptance into various high schools and colleges choices through programming, bulletin boards and instructional embedded in instructional unit where ever possible.	Instruction	Students With Disabilities	Teachers & Teacher Teams	Quarter 1			
Teachers will receive professional development designed to familiarize them with the CPS Framework for Teaching and the CPS Literacy Content Framework and the CPS Mathematics Content Framework.	Professional Development	All	ILT, Teachers & Teacher Teams	Quarter 1			
Teacher teams will participate in workshops focused on instructional planning using the Common Core State Standards (CCSS), the CPS Planning Guides, to create grade level curriculum maps for Literacy and Mathematics with an emphasis on integrating mathematical practices throughout instruction.	Professional Development	All	ILT, Teachers & Teacher Teams				
Teachers will use the sample unit plans outlined in the Planning Guides to create Quarterly Instructional Units in Literacy and Mathematics aligned to CCSS.	Instruction	All	ILT, Teachers & Teacher Teams	Quarter 1			
Teachers will participate in a series of professional development workshops lead by the Instructional Leadership Team (ILT) designed to help them learn how to develop standards-based lesson plans that includes explicit learning outcomes derived from the CCSS and aligns to specific Components & Elements of the CPS Framework for Teaching.	Professional Development	All	ILT, Teachers & Teacher Teams	Quarter 1			
Teachers will learn how to select curriculum resources based on the usefulness of the resources in meeting instructional objectives. As a part of the workshop series, teachers will also learn how to evaluate students' work by comparing completed tasks with the expectations of identified standards. This will be done by teacher embedding assessments within the lesson's activities during the planning stage, and by carefully evaluating student work samples with colleagues once the lessons have been taught.	Professional Development	All	ILT, Teachers & Teacher Teams	On-going			

Strategic Priority 1

Meeting protocols will be used during weekly grade level meetings to ensure quality time is spent on accomplishing intended tasks and honoring time set aside for teacher collaboration.	Other	Not Applicable	ILT, Teachers & Teacher Teams	On-going			

