CIWP

2012-2014 Continuous Improvement Work Plan

Henry D Lloyd Elementary School

Fullerton Elementary Network

2103 N Lamon Ave Chicago, IL 60639

ISBE ID: 150162990252316

School ID: 610040

Oracle ID: 24221

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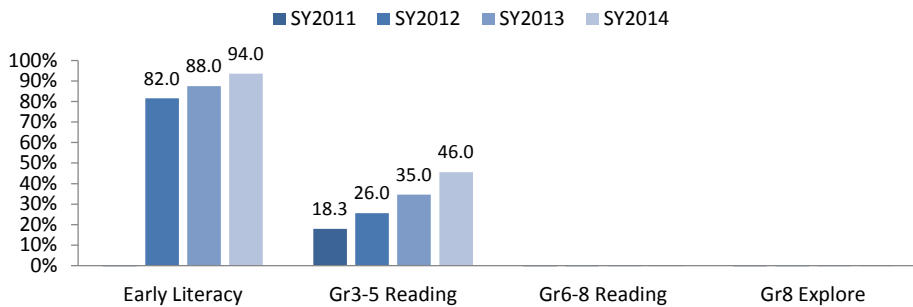
Mission Statement
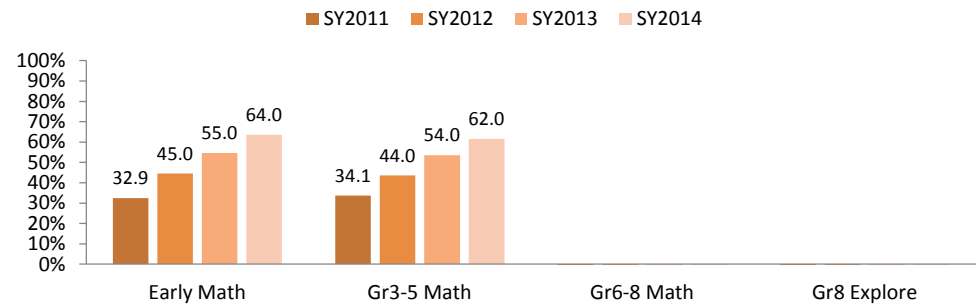
Learn - Grow - Serve

Strategic Priorities

1. Literacy

2. Mathematics

3. Science

4. Bilingual

5. Social Emotional Learning (SEL)

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2012	82.0	18.3		
SY2013	88.0	26.0		
SY2014	94.0	35.0		
(SY2014)		46.0		

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	32.9	34.1		
SY2012	45.0	44.0		
SY2013	55.0	54.0		
SY2014	64.0	62.0		

Date Stamp November 22, 2012

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:	Henry D Lloyd 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
Kiltae Fernando Kim	Principal
Meghan M. Duffy	Assistant Principal
Christine Diaz	Other
Taina Rodriguez-Encarnacion	Counselor/Case Manager
Anne Breen	Lead/ Resource Teacher
Zorel Zambrano	Special Education Faculty
Mauricio Alvarado	LSC Member
Karen Galva	ELL Teacher
Sonia Turcios	Classroom Teacher
Erika Galvan	Parent/ Guardian
John Searles	Assessment/Data Faculty
Maria Cisneros	Community Member

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	82.0	88.0	94.0	**Early Math** % of students at Benchmark on mClass	32.9	45.0	55.0	64.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	18.3	26.0	35.0	46.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	34.1	44.0	54.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.5	54.0	61.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	53.3	61.0	67.0	74.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA	NDA	NDA	NDA
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA	NDA	NDA	NDA
8th Grade									
Explore - Reading % of students at college readiness benchmark	NDA	NDA	NDA	NDA	**Explore - Math** % of students at college readiness benchmark	NDA	NDA	NDA	NDA

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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	96.2	97.5	98.0	98.4	Misconducts Rate of Misconducts (any) per 100	0.0	5.0	4.0	3.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	53.7	61.5	70.5	79.0	ISAT - Reading % of students exceeding state standards	10.5	16.0	23.5	30.5
ISAT - Mathematics % of students meeting or exceeding state standards	80.0	85.5	89.0	93.0	ISAT - Mathematics % of students exceeding state standards	23.5	29.0	36.0	42.0
ISAT - Science % of students meeting or exceeding state standards	62.6	64.5	76.0	83.0	ISAT - Science % of students exceeding state standards	8.2	13.0	21.0	27.0

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*	-->		**2**
	• 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.	• 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.	Clear goals for reading based on F&P/Rigby. No goals have been set for math or writing (SMART goals need to be created 6/13). Level of priorities is unclear (What should we focus and work more on? Cycle/Data/GLAD/ELD)	
	Principal Leadership	-->		**2**
	• 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.	• 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.	Every teacher has individual goals to improve practice. Share data with parent groups, home school connection, and offer parent classes. Share progress data of the school through the website. Establish a stronger culture of college and career readiness (Example: Field Trip).	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	ILT meets on a weekly basis and leads and supports CIWP. Equity of voice is present. Teachers visit but would like to see increase in who goes (Track E breaks and other scheduled opportunities). Have people sign up committees at once and every signs up.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• 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.	• 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	Coaching new teachers. On PD days, the ILT do not always lead the PD days but lead the GL meetings. Continue to encourage teachers to take the lead in sharing their effective practices with one another. ILT = transitioning from sharing messages and facilitating to leading instructional change in each of the classrooms. ILT leaders = willingness to practice and hold difficult conversations.	
Monitoring and adjusting	-->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	Data walls for reading only. Data Analysis (Scantron/NWEA/mClass/F&P). Action plans (reading and math). Fidelity of fllowing through towards changing instruction. Increase the analysis of teacher data to provide customized support to teachers.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• 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.	• 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.	Curricula by quarter but no year-long (Summer 2012). Initial learning and continuous focus on the CC standards.	
	Instructional materials	-->		**4**
	• 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.	• 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).	Bilingual and monolingual bookroom. Science inventory and materials checked for clean start. Technology to support diverse learning. Classroom libraries available.	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• 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.	• 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.	Interpret data/share student work (F&P, mClass Math, MAP/NWEA). Need for student work analysis and calibration of how each teacher assesses students.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• 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.	• 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.	Teacher instruction that meet the needs of individual students lacks consistency. Learning objectives.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		3
• 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.	• 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.	F&P data is utilized to group students and progress monitor individual students and their plans for improvement. RTI GL leaders are helping the school improve its internal knowledge and mechanisms around intervention.	
Whole staff professional development	--->		3
• 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.	• 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.	The school has a clear school calendar and cycle documents indicating time as well as the content of the professional learning opportunities. The school needs to have and be more clear in its method of monitoring. Learning is embedded through the learning time in GLM, TLT, and PD.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**3**
	• 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.	• 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.	The time in ILT, GLM, TLT are used for teacher collaboration. Every 8-10 weeks teachers meet to analyze student data and create action plans. In the past we used protocol. Now, only for data analysis.	
	Instructional coaching	-->		**3**
	• 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.	• 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.	On-going coaching is currently available only to all new teachers and other teachers. Teacher have targeted goals fot the year but plans need to be consistent.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* ---->			**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	College "wear" day. Some of evidence of colleges represented in classrooms.	
	Relationships ---->			**3**
	• 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.	• 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.	Students w/disabilities are part of larger school community - not isolated. Ensure all communications all communications are sent in both English and Spanish. Need to work on ullets 1 and 2.	
	Behavior& Safety ---->			**3**

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Typical School	Effective School	Evidence	Evaluation
• 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.	• 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.	We have schoolwide system but it is inconsistently used.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**2**
	• 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.	• 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.	LSC meetings overview. Teacher not sure because not in LSC. B/C unsure schoolwide tandard and practice.	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	Weekly newsletters teachers send or monthly. Home school connection.	
	Bonding	-->		**3**

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	Typical School	Effective School	Evidence	Evaluation
DIMEI	• 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.	• 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.	Home school connection. Winter assemblies. Monthly family math. Star student recognition. Coffee with principal.	

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**3**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Some staff and principal conduct home visits as needed but not part of a systematic system.	
N 6: College and Career Readiness Supports	*College & Career Exploration and election*	-->		**2**
	• Information about college or career choices is provided.	• 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.	Some classroom have college certificates or banners; school spirit week.	
	Academic Planning	-->		**2**
	• 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.	• 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.	Few teachers bring in professionals to speak in their room.	
	Enrichment & Extracurricular Engagement	-->		**3**
	• 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.	• 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.	GIA club, gardening, GOTR, etc. Could use more.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	*College & Career Assessments*	--->		
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	NA	
	College & Career Admissions and Affordability	--->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	NA	
	Transitions	--->		2
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	Need to solidify transition plans from Head Start to Kindergarten and from 5th grade to 6th grade.	

Date Stamp November 22, 2012

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
	Use of Discretionary Resources	-->		4
DIMENSION 7: Resource Alignment	• 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.	• 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.	Needs have been prioritized and funding sources have been maximized while the school played its fiduciary role. Timing of expenditures has improved over time so that resources make it to students sooner than later.	
	Building a Team	-->		4
	• 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.	• 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.	Collaborative hiring processes and procedures are in place to invite and retain the best teachers in CPS.	
	Use of Time	-->		3

Date Stamp November 22, 2012

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
• 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.	• 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.	Optimizing instructional time has been in the works for the past 3 years. There still needs to be better planning for such times but improvements have been made.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

Learn - Grow - Serve

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Literacy	Over 10 years of data continue to suggest that students at Lloyd need the most support from their teachers in the area of literacy. Whether we examine ISAT, Scantron, or the Fountas & Pinnell Benchmark Assessment data, the need to prioritize this area it impacts all students at Lloyd that need to become proficient readers, writers, and users of the English & Spanish languages. Our instruction needs to reflect the rigor of the expectations set in our ES goals, and the actions we systematically take to provide excellent instruction and meet our ES goals.
2	Mathematics	Our data continues to indicate that mathematics is the subject area of best performance for your students. Yet, only 23% of our students exceeded the ISAT standards in 2011. Data gathered through mCLASS Math and Scantron indicate that there is a need to ensure that math proficiency does not remain stagnant but increases over the next two years in strategic and transformational ways for our students. Our instruction needs to reflect the rigor of the expectations set in our ES goals, and the actions we systematically take to provide excellent instruction and meet our ES goals.
3	Science	Our science ISAT scores have been inconsistent at best over the past 5 years. As a result, the school has taken action in the past 2 years to built a solid science instruction foundation in grades K-5 so that 4th grade does not become a science test prep culture where hands-on science experimentation and learning are abandoned. Our instruction needs to reflect the rigor of the expectations set in our ES goals, and the actions we systematically take to provide excellent instruction and meet our ES goals.

4	Bilingual	Most of our students' bicultural and developing biliterate backgrounds pose a positive challenge we seek to tackle as they are expected to speak, listen, comprehend, write, compute, problem-solve, and learn in a 2nd (English) language. Thus, the need to become proficient mathematicians, scientists, readers, writers, and users of both the English & Spanish languages is hugely important. Our instruction needs to reflect the rigor of the expectations set in our ES goals, and the actions we systematically take to provide excellent instruction and meet our ES goals.
5	Social Emotional Learning (SEL)	There is a strong need for our students to continue to develop self-awareness and self-management skills to achieve school and life success. Instruction must be geared towards also ensuring our students' use of social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

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
Literacy	Over 10 years of data continue to suggest that students at Lloyd need the most support from their teachers in the area of literacy. Whether we examine ISAT, Scantron, or the Fountas & Pinnell Benchmark Assessment data, the need to prioritize this area it impacts all students at Lloyd that need to become proficient readers, writers, and users of the English & Spanish languages. Our instruction needs to reflect the rigor of the expectations set in

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Literacy Intervention/Extension: 40% of K-3 monolingual & all 4-5 students will participate in the online intervention system of Odyssey Compass Learning to imporve on specific literacy skills identified on Fountas and Pinnell BAS.	Instructional Materials	All	Principals, Technology Coordinators	Quarter 1	On-going	On-Track	K-5 Language Arts (English) costs $6240.
Literacy Intervention/Extension: Compass Learning will provide targeted lessons to 100% of its student users based on NWEA scores four times a year.	Instructional Materials	All	Principals, Technology Coordinators	Quarter 1	On-going	On-Track	Targeted lessons based on NWEA score costs $500.
Curriculum Mapping- The Curriculum Committee at Lloyd will meet twice a month to provide instructional leadership, support, and guidance for the teachers during the SY12 and SY13.	ILT/ Teacher Teams	All	Instructional Coach & Curriculum Committee	Quarter 1	On-going	On-Track	TheInstructional coach and Curriculum Committee will facilitate over the agenda and nature of the committee work and meetings. They will work together in creating professional learning opportunities for grade level teams.
Curriculum Mapping- Each grade level team will be provided with at least two copies of professiond development literature such as Understanding by Design: 2nd Edition by Grant P. Wiggins to increase their understanding of curriculum development and assist in the creation of grade level curriculum planning.	Professional Development	All	Insructional Coach & Principals	Quarter 1	Quarter 1	On-Track	The budget clerk will work with the Curriculum Committee , and administrators to ensure that materials and professional books are made available ASAP or at the latest, within 4 weeks of order.
Curriculum Mapping- 100% teachers on Lloyd Curriculum Committee will receive high-quality professional learning opportunities from August, 2012 to June, 2014 in curriculum mapping and assessment of student growth.	Professional Development	All	Curriculum Committee & Principals	Quarter 1	On-going	On-Track	Workshops and conferences are not yet decided on by the Curriculum Committee
Curriculum Mapping- 100% of Substitutes coverages scheduled for curriculum workshops and conferences will be secured for teacher release.	Staffing	All	Clerk	Quarter 1	On-going	On-Track	Coverages for workshops and conferences are yet to be scheduled.

Strategic Priority 1

Literacy intervention: 100% of RtI committee members will attend professional development to effectively implement interventions and monitor progress	Professional Development	All	RtI Coach	Quarter 1	On-going	On-Track	RtI committee to send all members costs $1400.00
Literacy Intervention: Parent workshops will take place 4 times a year educating parents about the RtI process, interpreting NWEA data and ways they can assist their child at home	Parental Involvement	All	RtI Coach	Quarter 1	On-going	On-Track	costs for participation incentives
Literacy Intervention: A professional libarary will be developed that will provide all teachers classroom intervention resources	Instructional Materials	All	RtI Coach	Quarter 1	On-going	On-Track	costs for books
Literacy Intervention: A RtI Coach will be hired to oversee oversee all RtI work including the interventionist and student caseload, RtI committee, professonal development and coaching of individual teachers with classroom interventions and appropriate docuementation. A literacy interventionist will be hired to provide Tier 3 supplemental instructional to targetted students based on NWEA and Fountas and Pinnell scores	Staffing	All	Principal	Quarter 1	On-going	On-Track	costs would be for at least .5 time
Literacy Intervention: Allocation time in the master schedule and calendar for vertical working sessions wehre teams can collaborate around interventions	Professional Development	All	Principal	Quarter 1	On-going	On-Track	
Instructional Coach- An instructional coach will be hired to provide targeted one on one support on a regular basis with principal identified teachers to help improve management, planning, and instruction. An instructional coach will be hired to provide small group and individual teacher support. The coach will mentor teachers by observing instruction, modeling lessons, providing instructional resources, and offering meaningful feedback to enhance quality instruction. An instructional coach will be hired to provide grade level and individual teacher support in the area of Wriitng. This person will create the Writing pacing schedule, offer after school learning sessions, as well as professional developement.	Staffing	All	Principal	Quarter 1	On-going	On-Track	.5 teaching position
Guided Reading Classes- 100% of teachers will have the opportunity to participate in after school classes focusing on stronger guided reading lesson planning and implementation as well as planing and executing successful mini lessons withing the literacy block in order to make Daily 5 more successful.	Professional Development	All	Instructional Coach	Quarter 1	On-going	On-Track	A survey will be presented to teachers allowing them to indicate their greatest need within the reading instructional block. Class schedule and agendas are yet to be created.

Strategic Priority 1

Parent Workshops- 100& of Lloyd parents will have the opportunity to attend Mommy and Me toddler workshops. Workshops will give parents the opportunity to work with their toddlers on important skills such as learning colors, numbers, letters, and problem solving skills. Parents will be able to use the skills and activities learned at these workshops at home to better prepare their toddler for pre-school.	Parental Involvement	Other student group	Instructional Coaches	Quarter 1	On-going	On-Track	
Writing- The Writing Committee at Lloyd will meet once a month to provide instructional leadership, support, and guidance in the areas of Writing instruction, pacing, and school-wide needs during the SY12 and SY13.	ILT/ Teacher Teams	All	Writing coach and writing committee	Quarter 1	on-going	On-Track	The Writing Coach will facilitate over the agenda and nature of the committee work and meetings. They will work together in creating professional learning opportunities for Writing instruction.
Writing-The Writing committee and one other grade level member will have the opportunity to visit Goethe Elementary School to gain exposure to the Writing Workshop approach. Teachers wil gain understandings of quality instruction, planning, and assessment from a school where Writing Workshop is their Targeted Instructional Area (TIA).	Professional Development	All	Principals, Writing Coach, Writing Committee and grade level teachers	Quarter 1	Quarter 1	On-Track	Cost for 12 substitites will be $1200.
Writing- 100% of Lloyd teachers will receive high-quality professional learning opportunities once a quarter from August, 2012 to June, 2014 based on teacher and school needs.	Professional Development	All	Writing coach and writing committee	Quarter 1	On-going	On-Track	Participant survey responses will be collected and analyze the effectiveness and quality of the professional learning opportunities. Professional learning opportunities will take place during the 5-day teacher institutes and during after-school workshops once per quarter.
Writing- Professional learning books that are necessary for instruction as well as for professional learning will be provided within 4 weeks of order.	Supplies	All	Writing Coach and clerk	Quarter 1	On-going	On-Track	Cost for books estimated at $20 per teacher.
Writing - The Spanish edition of Lucy Calkins Units of Study for Bilingual classes that are necessary for instruction of ELL's will be provided within 4 weeks of order. Estimated publishing date- TBD	Supplies	English Language Learners	Writing Coach and clerk	Year 2	Year 2	On-Track	Cost for the Units of Study Spanish Edition is $179.00 per teacher.
Writing-At the end of every writing unit (seven times a year),teachers will celebrate one student who demostrated great work throughout the unit. Author of t	Instruction	All	All teachers	Quarter 1	On-going	On-Track	Cost to provide ribbons and certificates for student growth awards: $500.
New Teachers-New teachers will be invited to attend a two day summer training event at Lloyd where the following information will be given out: Our vision/mission, classroom manangement, guided reading model lesson, Math trailblazers overview, RTI overview, FOSS Science, school tour, and our management systems (Attendance, Gradebook, lunchroom procedures, etc).	Professional Development	All	Insructional Coach & Principals	Summer 2012	Summer 2012	On-Track	Cost for the two day event is $100 for lunch.

Strategic Priority 1

New Teacher- Lloyd new teachers will be provided with the following instructional reading resources: The Continuum of Literacy Learning and Teaching for Comprehending and Fluency from Heinemann.	Supplies	All	Instructional Coach	Summer 2012	Summer 2012	On-Track	Cost for the books is $50 per new teacher.

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
Mathematics	Our data continues to indicate that mathematics is the subject area of best performance for your students. Yet, only 23% of our students exceeded the ISAT standards in 2011. Data gathered through mCLASS Math and Scantron indicate that there is a need to ensure that math proficiency does not remain stagnant but increases over the next two years in strategic and transformational ways for our students. Our instruction needs to reflect

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Math NWEA-100% of teachers in grades 2-5 will receive high quality professional learning opportunities four times a year that supports a deeper understanding of the assessment, what RIT scores mean, how to use the data, and connecting instructional planning to data.	Professional Development	All	Principals and Coaches	Summer 2012	On-going	On-Track	Professional development evaluations will be present over time to monitor progress. Additionally, over time teachers will take over leading the learning session to build ownership of ways to use the data that make the most impact.
Math NWEA-10 teachers will have the opportunity to visit other schools in the district, or elsewhere, that have utilized NWEA effectively to increase student achievment and will develop a plan for best pratcices ot implement at Lloyd.	Professional Development	All	Principals and Coaches	Quarter 1	On-going	On-Track	Cost for 10 substitites will be $1600.
Math NWEA-Parent workshops will take place two times a year to provide background to parents on how to interpret NWEA data, utilize Odyssey Compass Learning at home, and how they can impact their child's learning.	Parental Involvement	All	Coaches	Quarter 1	On-going	On-Track	Cost to provide incentives for partipation
Math NWEA-Three times a year student celebrations will take place for teachers and students that highlight student growth and teacher impact for learning.	Instruction	All	Coaches	Quarter 2	On-going	On-Track	Cost to provide ribbons and certificates for student growth awards: $500.
Math NWEA-For grades K-5, mathematics data walls will display in a public place to show student movement over time with the RIT scores.	Equipment/ Technology	All	Coaches	Summer 2012	Quarter 1	On-Track	Cost to provide two days in the summer for coach to prepare: $400. Cost for data wall materials including magnets and white boards: $2100.
Math NWEA-Students will be assessed four times a year on NWEA. The first assessment will occur the two weeks prior to school starting in order to provide a baseline for students. Four PSRPs will support the implmentationof early testing.	Instruction	All	PSRPs, Technology Coordinators, Teachers	Summer 2012	On-going	On-Track	Cost for four PSRPs for 4 hours per day for 6 days: $720.

Strategic Priority 2

Math Intervention/Extension-Utilizing an online intervention/extension system (Odyssey Compass Learning) 40% of students in grades K-5 will partipate in specific online lessons targeted based on their MAP score.	Instructional Materials	All	Teachers and Technology Coordinators	Quarter 1	On-going	On-Track	Cost for English Mathematics in K-5: $6240. Cost for Spanish Mathematics in K-5: $4500. Cost for Odyssey Compass Learning Set-up: $450.
Math Intervention/Extension-100% of teachers in grades K-5 will receive high quality professional learning opportunities in how to effectively implement Compass Learning to make positive impacts in students learning.	Professional Development	All	Principals and Coaches	Quarter 1	On-going	On-Track	Cost for on-going training from Compass: $5150.
Math Alignment -All teachers will utilize Math Trailblazers to provide rigorous math instrcution	Instruction	All	Principals and Coaches	Quarter 1	On-going	On-Track	Cost for replenishment materials K-5: $23000
Math - Monthly family math sessions to offer parents strategies that theyc an use at home	Parental Involvement	All	Coaches	Quarter 1	Quarter 4	On-Track	
Math intervention: 100% of RtI committee members will attend professional development to effectively implement interventions and monitor progress	Professional Development	All	RtI Coach	Quarter 1	On-going	On-Track	Costs are already indicated in the Literacy priority.
Math Intervention: A professional libarary will be developed that will provide all teachers classroom math intervention resources	Instructional Materials	All	RtI Coach	Quarter 1	On-going	On-Track	costs for books
Math Mclass: Students in K-1 will be assessed 3 times a year. Subs will be provided to faciliate testing	Instruction	All	Teachers	Quarter 1	On-going	On-Track	16 substitutes ($180)per adminstration(3 times a year) for a total of 48 subs at a cost of $8640
Instructional Coach- An instructional coach will be hired to provide targeted one on one support on a regular basis with principal identified teachers to help improve management, planning, and instruction. This coach will also oversee oversee all RtI work including the interventionist and student caseload, RtI committee, professonal development and coaching of individual teachers with classroom interventions and appropriate docuementation.	Staffing	All	Principal	Quarter 1	On-going	On-Track	.5 teacher position
Parent Workshops- 100& of Lloyd parents will have the opportunity to attend Mommy and Me toddler workshops. Workshops will give parents the opportunity to work with their toddlers on important skills such as learning colors, numbers, letters, and problem solving skills. Parents will be able to use the skills and activities learned at these workshops at home to better prepare their toddler for pre-school.	Parental Involvement	Other student group	Instructional Coaches	Quarter 1	On-going	On-Track	

Strategic Priority 2

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
Science	Our science ISAT scores have been inconsistent at best over the past 5 years. As a result, the school has taken action in the past 2 years to built a solid science instruction foundation in grades K-5 so that 4th grade does not become a science test prep culture where hands-on science experimentation and learning are abandoned. Our instruction needs to reflect the rigor of the expectations set in our ES goals, and the actions we systematically

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Science - 100% teachers will have a complete science kit to use per quarter	Instructional Materials	All	Coach	Summer 2012	On-going	On-Track	Cost to replenish kits: ?
Science - 100% teachers will teach investigative science using FOSS and STC units	Instruction	All	Principal and coach	Quarter 1	On-going	On-Track	
Science - All students in grades 4-5 will work on a science fair project either individually or with a partner	Instruction	All	Coach	Quarter 3	On-going	On-Track	Cost of display boards:
Science - All students in grades K- 3 will work on a whole class science fair project	Instruction	All	Coach	Quarter 3	On-going	On-Track	Cost of display boards:
Science - School wide science fair to share student work	Other	All	Coach	Quarter 4	On-going	On-Track	
Science PD: At least 2 teachers per grade will attend Foss/STC PD at Depaul for each unit.	Professional Development	All	Teachers	Quarter 1	On-going	On-Track	This will allow those teachers to check out a complete scienc ekit from the CPS SRC (science resource center)
Science: Rich literature will be purchased to supplement each science unit. These books will become part of the science kit	Instructional Materials	All	coach	Summer 2012	On-going	On-Track	$500 per unit (23 units) for a total of $11500

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
Bilingual	Most of our students' bicultural and developing biliterate backgrounds pose a positive challenge we seek to tackle as they are expected to speak, listen, comprehend, write, compute, problem-solve, and learn in a 2nd (English) language. Thus, the need to become proficient mathematicians, scientists, readers, writers, and users of both the English & Spanish languages is hugely important. Our instruction needs to reflect the rigor of the

Action Plan   ## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Biliteracy - 100% bilingual teachers at Lloyd will receive high-quality professional learning opportunities once a quarter from August, 2012 to June, 2014 systematic English Language Development (ELD) instruction and assessment of student growth.	Professional Development	English Language Learners	BLT & Principals	Quarter 1	On-going	On-Track	Participant survey responses will be collected and analyze the effectiveness and quality of the professional learning opportunities. Professional learning opportunities will take place during the 5-days teacher institutes and during after-school workshops once per quarter. The hgh quality training and support will be coordinated and provided through the BLT, teachers in the school, principals, and/or outside support.
Biliteracy - 100% of our ELD teachers will have the 4th and final ELD thematic unit & kit for systematic ELD instruction by the end of the 2nd quarter of SY12.	Instructional Materials	All	BLT & Principals	Quarter 1	Quarter 2	On-Track	The budget clerk will work under the guidance for the BLT to order/purchase the final, thematic ELD unit/kit once it becoms available to schools.
Biliteracy - Two (2) 2-day follow-up visits and professional learning opportunities for teachers trained in 2011 will be provided for the Guided Language Acquisition Design (GLAD) teachers each school year (one in the 1st semester and one in the 2nd semester). This is not for new teachers to be trained in GLAD but for those who already received the initial training.	Professional Development	All	BLT & Principals	Quarter 1	On-going	On-Track	The estimated cost for the professional developers from GLAD is $2,200 per visit. The estimated cost for substitute teacher coverage twice a year for 26 teachers is $8320. The substitute teacher coverage can be reduced a little if some teachers divide their students for 1 of the sub coverage days.
Biliteracy - 100% of bilingual classrooms at Lloyd will have a minimum of 500 quality books in Spanish and 500 quality books in English for students to read and check out by June 2014.	Instructional Materials	English Language Learners	BLT & Principals	Quarter 1	Year 2	On-Track	The school will allocate $5,000 each year to meet any deficiencies in the quantity of Spanish books available in bilingual K-5 classrooms. The school will allocate $30,000 each school year to match teacher personal book purchases and grant awards up to $500.

Strategic Priority 4

Biliteracy - 100% of Lloyd students will have access to RAZ kids, Tumblebooks, and COMPASS Learning by the account renewal date for SY12.	Instructional Materials	All	BLT & Principals	Quarter 1	Quarter 4	On-Track	$7,000 will be allocated each year to pay for subsciptions to RAZ kids, Tumblebooks, and other web-based accounts that promote literacy in Spanish and English as well as learning in the areas of math, science and social studies.
Biliteracy - 100% of Substitutes coverages scheduled for the ACCESS test administration, GLAD trainings, dual language-school visits, bilingual edcation workshops and conferences will be secured for teacher release.	Staffing	English Language Learners	Clerk	Quarter 1	On-going	On-Track	GLAD training dates for SY12 need to be finalized. The estimated cost for substitute teacher coverage twice a year for 26 teachers is $8320. ACCESS test administration substitute teacher coverage is estimated to $2,400 while coverages for workshops, conferences and school visitations are yet to be scheduled.
Biliteracy - The Bilingual Committee at Lloyd will meet once a month to provide instructional leadership, support, and guidance for the community of ELLs and their teachers during the SY12 and SY13.	ILT/ Teacher Teams	English Language Learners	BLT	Quarter 1	On-going	On-Track	The BLT will facilitate over the agenda and nature of the committee work and meetings. They will work together in creating professional learning opportunities for systematic ELD instruction as well as GLAD follow-up trainings. The committee will help build the internal capacity around bilingual professional development led by Lloyd teachers.
Biliteracy - Professional Learning Books & Materials that are necessary for instruction as well as for profesional learning will be provided within 4 weeks of order.	Professional Development	English Language Learners	BLT & Committee	Quarter 1	On-going	On-Track	The budget clerk will work with the BLT, teachers, and administrators to ensure that materials and professional books are made available ASAP or at the latest, within 4 weeks of order.
Biliteracy - Supplies & Materials (ELD, GLAD, Biliteracy Instruction) that are necessary for instruction as well as for profesional learning will be provided within 4 weeks of order.	Supplies	English Language Learners	BLT & Budget Clerk	Summer 2012	On-going	On-Track	The budget clerk will work with the BLT, teachers, and administrators to ensure that supplies are made available ASAP or at the latest, within 4 weeks of order.
Biliteracy - CPDUs will be provided for every professional learning opportunity related to priority 4 (Bilingual Education) goals within 2 weeks of the professional learning opportunity date(s).	Professional Development	All	CPDU staff	Quarter 1	On-going	On-Track	The designated staff overseeing CPDUs will work with the professional learning opportunity provider to ensure entry on CPS University, registration of participants, and awarding of CPDUs for successful participation.
Biliteracy - Training for the identified English language proficiency assessment tool will be provided during the first quarter of the school year by the BLT.	Professional Development	English Language Learners	BLT & Teachers	Quarter 1	On-going	On-Track	The principals and the BLT will research and then consult with teachers as well as experts on the best English language proficiency assessment that can be given 3-4 times per year to assess our ELLs progress in 2nd language acquisition.
Biliteracy - Quarterly data analysis and action planning conversations around the English language proficiency development of students will be structured and supported by the BLT.	Professional Development	English Language Learners	BLT & Teachers	Quarter 1	On-going	On-Track	In collaboration with the bilingual committee and the principals, the BLT will design a system where the results from the language proficiency assessment tool is utilized to plan and execute the most effective path of 2nd language acquisition for our ELLs.

Strategic Priority 4

Henry D Lloyd Elementary School

Strategic Priority 5

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

Strategic Priority Description	Rationale
Social Emotional Learning (SEL)	There is a strong need for our students to continue to develop self-awareness and self-management skills to achieve school and life success. Instruction must be geared towards also ensuring our students' use of social-awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
SEL:A Social Emotional Learning steering committee will be identified consisting of teachers, parents, support staff (security) and community members to develop an evidence based SEL School wide program/framework	Other	Not Applicable	Counselor	Summer 2012	Summer 2012	On-Track	
SEL: The Steering Committee with attend a summer retreat to develop a shared vision, standards and competencies and indicators for social emtional learning school wide (includes bullying prevention)	Professional Development	Not Applicable	Prinipal, Counselor	Summer 2012	Summer 2012	On-Track	costs 500-1000 for food and location
SEL: Steering Committee will assess Social Emotional Learning implementation twice a year using the Collaborative for Academic, Social, Emotional Learning rubric as a needs assessment on current SEL practicest and to monitor implementation	Other	Not Applicable	Counselor	Summer 2012	Quarter 4	On-Track	
SEL: Steering Committee will develop tiered instruction and interventions for students & assign standards and competencies to grade levels (or through thematic months school wide) using ISBE Social Emotional Learning Standards.	Instruction	Not Applicable	Counselor	Summer 2012	Quarter 1	On-Track	
SEL: Steering Committee to implement a pre/post survey on Bullying to staff to gather data on dispositions and practices on bullying behaviors. This will inform professional development needs	Other	Not Applicable	Counselor	Quarter 1	Quarter 4	On-Track	
SEL: Parent workshops will be held 3 times per year to build awareness and enourage the adoption of prosocial behaviors and promote social and emotial skill devleopment and bullying prevention	Parental Involvement	All	Counselor	Quarter 1	On-going	On-Track	Costs for parent incentives
SEL: Steeting Committee will discuss, create and share RtI Behavior Model to the staff with grade level imput							
SEL: Counselor and Security will attend circle keeper training	Professional Development	Not Applicable	Principal	Year 2	Year 2	On-Track	costs $500 per person
SEL: School Counselor will participate in the ASCA National Model Program Audit workshop	Professional Development	Not Applicable	Principal	Summer 2012	On-going	On-Track	Costs $2500.00

Strategic Priority 5

SEL: Steering Committee will attend professional development on Social Emotional learning standards	Professional Development	Not Applicable	Principal	Quarter 1	On-going	On-Track	Costs still need to be determined
SEL: School Counselor will pilot SEL framework/curriculum with 4-5th grade students and teachers	Instruction	Other student group	Counselor	Quarter 2	Quarter 4	On-Track	Costs to maintain PBIS rewards and incentives
SEL: School Counselor will expand SEL framework/curriculum with other grades students and teachers	Instruction	All	Counselor	Year 2	On-going	On-Track	Costs to maintain PBIS rewards and incentives
Attendance: An attendance liaison will be hired to oversee attendance policies, attendance data, student incentives, and parent conversations. This person will work closely with the school clerk.	Staffing	All	Attendance Liaison and clerk	Quarter 1	On-going	On-Track	Cost would be .5 teacher.
Attendance-Four times a year, student celebrations will take place for teachers and students that highlight students' attendance. Stickers, traveling trophies, certificates, and bikes will be purchased to be distributed throughout the year.	Supplies	All	Attendance liaison	Quarter 1	On-going	On-Track	Cost to provide these incentives is $2500.
Attendance: 100% of Lloyd teachers will receive an overview of the Lloyd School Attendance Pratices Flowchart as well as resources that are available to help document attendance communication with parents.	Professional Development	All	Attendance liaison and principals	Quarter 1	Quarter 1	On-Track	This overview will be provided to teachers at the five day training at the beginning of the 2012 school year.
Attendance-Parent workshops will take place two times a year to provide an understanding of the importance of student attendance. Attendance research as well as the Lloyd School Handbook will be discussed.	Parental Involvement	All	Attendance liaison and principals	Quarter 1	On-going	On-Track	Cost to provide incentives for parent participation is around $200.
Student Celebrations- Throughout the school year, Lloyd students will take part in several celebrations based on academic success and behavior. Celebrations include Quarterly Star Student, Monthly Mathmetician and Honor Roll.	Other	All	Attendance Liaison	Quarter 1	On-going	On-Track	Cost to provide certificates and breakfast food for the celebrations throughout the 2012 school year is $1400.