



2012-2014 Continuous Improvement Work Plan

George Manierre Elementary School

Fullerton Elementary Network
1420 N Hudson Ave Chicago, IL 60610
ISBE ID: 150162990252326
School ID: 610048
Oracle ID: 24311



Mission Statement

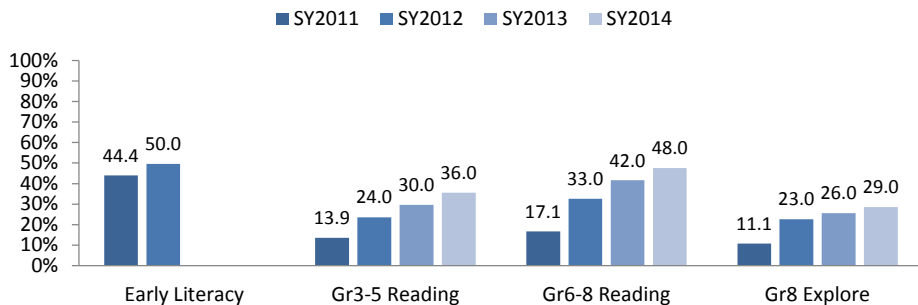
To develop Manierre students that are Empowered, Ethnical and Moral Thinkers, Motivated Leaders, Proficient Problem Solvers, Open Minded Citizens, Well Rounded Individuals, Empathetic Participants in Society, Responsible Decision Makers, Engaged life-long learners and Determined to Persevere.

Strategic Priorities

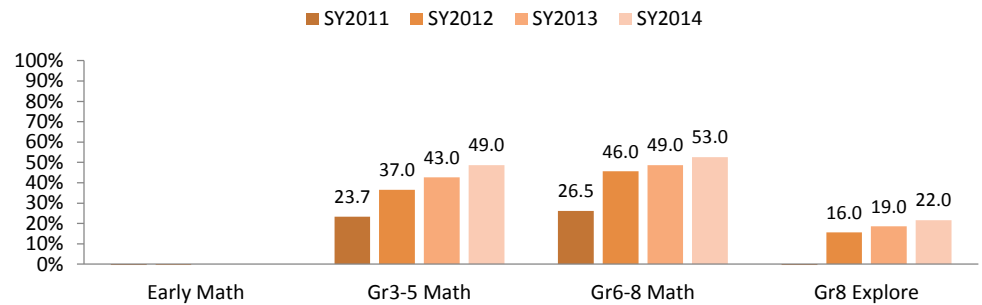
- 1. Provide effective, continuous, learning strategies in the reading curriculum to drive achievement. Additionally, students will be provided a rigorous, effective, continuous learning environment using strategies that are research-based and aligned to CCSS to drive achievement and grade level performance.
2. Provide effective, continuous, learning in mathematics also provide on-going professional development and support for teachers about using student data to tailor instruction to meets the needs of all learners to increase reading and mathematics and develop a strong R.I.T. program. Additionally, students will be provided a rigorous,
3. Due to low parental involvement in the overall school community, Manierre will build and strengthen a partnership within the community through effective collaboration with state and community organizations where parents will become empowered and invested in the school's academic achievement.

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](http://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:	George Manierre 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
Shirley Roach	Principal
Derrick Orr	Assistant Principal
Tinisha Davis	Classroom Teacher
Bradley Dineen	Classroom Teacher
Margaret McIlivain	Classroom Teacher
Denise Moore	Classroom Teacher
Anita President	Lead/ Resource Teacher
Marissa Spinak	Special Education Faculty

## 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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	44.4	50.0				<b>Early Math</b> % of students at Benchmark on mClass	NDA	NDA		
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	13.9	24.0	30.0	36.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	23.7	37.0	43.0	49.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	44.5	59.0	62.0	65.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	52.8	63.0	66.0	69.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	17.1	33.0	42.0	48.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	26.5	46.0	49.0	53.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	41.7	70.0	73.0	76.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	49.1	69.0	73.0	76.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	11.1	23.0	26.0	29.0		<b>Explore - Math</b> % of students at college readiness benchmark	0.0	16.0	19.0	22.0

## 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	All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	91.0				<b>Misconducts</b> Rate of Misconducts (any) per 100	44.0			

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	54.2	58.0	63.0	69.9	<b>ISAT - Reading</b> % of students exceeding state standards	4.7	6.0	10.0	18.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	66.7	73.0	79.0	84.0	<b>ISAT - Mathematics</b> % of students exceeding state standards	4.6	6.0	8.0	12.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	50.0	53.0	57.0	62.0	<b>ISAT - Science</b> % of students exceeding state standards	1.2	3.0	6.0	10.0

### 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
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>Manierre has established clear measurable goals for the purpose of narrowing the achievement gaps by analyzing data from ISAT and Scantron scores to increase the number of students at or above grade level and prepare them for college and career readiness. Based upon our SCANTRON and ISAT data, we decided to best practices in literacy, continuous professional development in reading math and science, and implementation of interim assessments to improve student achievement. Although our intentions were to follow through on all of our goals, because of other pressing priorities, some key levers were not implemented.</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>The principal creates a professional learning system that evaluates teachers' needs and interests in order to implement instructional best practices in the classroom. Principal gives at the beginning of the school year the state of the Manierre, i.e. results of all assessments, by grade, by student and school. Goals are discussed and established for the year school wide; grade level meet to establish goals by quarter.</p> <p>Teachers have attended a multitude of conferences and professional developments: Teachers are able to attend Professional Development/Conferences to develop individual professional goals. Chicago Metro Association for the Education of Young Children (CAEYC) Pre-K Children's Literacy Initiative - Pre-K and 3rd R.E.A.D. Inc. - Pre-K Erikson Math Pre-K - 3rd grade Stephanie Harvey Strategies that work- 3rd-8th DePaul - K-8th</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
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>There is a fair representation of teachers through leadership in one or more of the following areas:</p> <ul style="list-style-type: none"> <li>ILT Team</li> <li>RTI Team</li> <li>SIPAAA/CWIP Team</li> <li>Union Representative</li> </ul> <p>Currently, many staff members have reached out to various organizations for grants and other support.</p> <p>School Community Representative (2012-2013)</p> <p>Teachers participate in grade level meetings and school wide pd in which they discuss practices and share out learning opportunities acquired.</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
<b>Instructional Leadership Team (ILT)</b>			<b>2</b>
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>The ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</p> <p>The team consists of two members who have earned a Doctoral Degree in Education, National Board Certified teachers, and several members hold a Masters Degree.</p> <p>Manierre's ILT has led professional development on unit planning, common core ela standards, vocabulary development, and differentiation of instruction. They often meet with grade level teams to follow up with strategies discussed in the school wide pd. Although Mainierre's ILT analyzed quantitative data from ISAT and SCANTRON, we need to do a better job in development systems and templates for reaching plans to improve instruction.</p>	
<b>Monitoring and adjusting</b>			<b>2</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>In December, Manierre has tried to create systematic approach to analyzing data which consist of a data cycle of pre-tests, assessments, exit slips, daily checking for understanding, and reteaching plans. This is compiled in weekly data binders and binders tracking transformational and accelerated students. However, this process needs to be revised.</p> <p>Early childhood teachers utilize observational data through the use of the Teaching Strategies Gold (TSG) system and administer the</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
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<p>Scope and sequence is clearly presented based on proven research and aligned with the school stated mission and Illinois Learning Standards. However, we are transitioning into CCSS in the area of Language Arts.</p> <p>Grade level bands are at the beginning stages of working collaboratively to develop and implement units of instruction aligned to CCSS that place emphasis on critical thinking skills. More professional development is needed in backwards units.</p> <p>Science thematic curriculum has a ten week module that is currently being implemented in the classroom.</p>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Instructional materials are aligned with standards for grades Pre-K through 8th with minimal support for accelerated students who are working beyond the 8th grade level. Pre-K uses Chicago Literacy Initiative Program which includes the Blue Print Curriculum, Message time Plus and fiction and non-fiction materials. K-5 grades utilize the Reading Street program, K-2 emphasis is fiction; 3th-5th create a balanced literacy program. 6th-8th grades utilize Language of literature which consists of fiction and nonfiction text.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Classroom data is organized through the use of a school-wide data cycle which consists of transformational and accelerated binders and spreadsheets. This data is available immediately after each assessment in order for school-wide teacher teams to monitor and adjust instruction.</p> <p>Although there is a variety of assessment methods used to determine students' level of understanding and knowledge( teacher observations, group projects, exit slips, curriculum based assessments, constructive responses); however, we need to integrate performance assessments to provide information on the breath and depth of the students' understanding.</p> <p>Pre-tests, post tests, unit test and exit slips are used to check student mastery of skills.</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
<i>Instruction</i> ----->			<b>1</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>There is inconsistent instruction and lack of rigor, differentiation, scaffolding and formative assessments. According to the "My School, My Voice Survey", the school was ranked as average when asked is the instruction clear, challenging and engaging.</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
<b>Intervention</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Manierre has a systematic approach to administering screening assessments to identify the performance level and individual needs of all students. The interventions include:</p> <ul style="list-style-type: none"> <li>Baseline</li> <li>Early Screening Inventory</li> <li>Kindergarten Readiness Test (KRT)</li> <li>Scantron</li> <li>Unit assessments</li> <li>Exit slips to check for understanding</li> <li>Data Binders - review and feedback</li> </ul> <p>Intervention at the the elemendary level includes:</p> <ul style="list-style-type: none"> <li>Push in Pull out</li> <li>W.I.TS. and TOV Tutors</li> </ul>	

<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Manierre school leadership drives most professional development activities both within the school and using professional development opportunities offered through CPS University. Professional developments have been utilized to support teacher implementation of new programs for both instruction and assessment purposes: Words Their Way, My World, R.E.A.D. (Pre-K), Scantron, MClass and DePaul Center for Urban Education, Dr. Radner. Although professional development activities take place, we need to monitor its effectiveness and have continious training instead of a one stop workshop model.</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
<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teachers collaborate regularly supported by an ILT member during established weekly common planning time. Teacher teams analyze students' work, assessment data and plan short and long term instruction to ensure implementation of school wide goals.</p> <p>Weekly grade band meetings allow teams opportunities to create thematic unit plans and quarterly maps as well as analyze data from both standardized tests and individual class data binders. Teachers and specialists meet approximately every six weeks to analyze RTI data and recommend students for further assessments to qualify for special education.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>School-wide coaching is not provided, however Erikson provides math coaching for grades PreK-3rd while 4th -8th receives math support from N2N Math Team. In reading, 3rd grade teachers receive coaching through CLI and Pre-K receives coaching through R.E.A.D. In writing, 7th and 8th grades receives support through Write 2 Win. Mr. Orr provides differentiated instruction coaching for K-8th staff, as needed.</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
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Staff members reinforce expectations for all students to aspire to college by providing opportunities where students visit DePaul University's campus and DePaul's attorneys visit the school. CitiBank promotes college readiness programs that offer free checking which guides students to become responsible financial citizens.</p>	
	<b>Relationships</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>Most teachers and students have a strong relationship because of high teacher investment in the students' success. Manierre still needs to provide faculty and staff with "cool tools" in communicating with students that come from disadvantaged backgrounds and community. Teachers participate in activities after the regular school day such as after-school learning programs and sports teams. Students within special education are afforded a least restrictive environment in extracurricular activities, field trips and opportunities for interaction with grade level peers throughout the day.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	

### 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"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Manierre's environment support the academic program by creating a bully free culture of order and safety. Staff fully embrace a philosophy for zero tolerance for Bullying and Fighting. The administration/staff meet with all parents and students involved in Bullying and have teachers give reminders daily. The middle grades attended the screening of the movie documentary on bullying; this seems to have had a profound effect on all students. Suspensions have decreased due to tiered-approach for behavioral intervention. this approach have teachers following protocols (1) Meeting with Students (2) meeting with students/parents (3) submitting call logs and conference notes to Assistant Principal for follow ups. School utilizes our partnership with Depaul Mental</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
<b>NSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Administrators meet with parents in September to explain school policies, share school-wide performance data, and communicate behavior and learning expectations for students. Teachers also inform parents of achievement expectations and instructional goals for their students during the scheduled Fall Open-House. A welcome letter is sent home to parents in September, and the open-house date and time is posted on the school marquee. The guidance counselor assists students with the high school selection process and selective enrollment. Options for Knowledge packets are made available for anyone needing assistance in that process.</p>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Teachers have provided students and families with access to the CPS Parent Portal.            Parents have the ability to visit classrooms.            Teachers maintain communication with two-way documentation logs, parent telephone calls and emails.            Teachers have monthly newsletters.            Entire staff participates in parent conferences.</p>	
<b>Bonding</b> ----->			<b>2</b>	



### 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
<b>DIMEI</b>	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p>Manierre provides opportunities for families to participate in authentic activities We hav an Open House in September ( Meet and Greet). Teacher meet with parents/ guardians/ friends to see their rooms and discuss the curriclum and classroom management plans, the parents sign up for tutoring programs i. e. SES, local program who provide aftersschool tutoring (By The Hand, 4th Prebyterain Church, Cabrini Green Tutoring, Wayman Church Tutoring) science fair, high school fair, field trips, and parent education workshops that is offered in our Child Parent Center Parent Room daily. In our new Library we have a parent corner; this corner provide adult books on resume' writing. cooking. home help etc. The Librarian assist parents</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
<b>Specialized support</b> ----->				<b>3</b>
<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>Manierre provides intensive outreach to families in need of specialized support services through home visits by administration and maintaining partnerships with a variety of community organizations such as; DePaul Mental Health, Winfield Moody Medical Clinic, Fourth Presbyterian Church, Cabrini Tutoring Program, Strengthening Families Illinois, Smiles Illinois Dental Program and the University of IL at Chicago for nutrition, University of IL for financial literacy, and Children's Memorial for Wellness Program for 3rd &amp; 4th Grade.</p>		
<b>College &amp; Career Exploration and election</b> ----->				<b>2</b>
<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Information about college or career choices to provided to students based on Explore Interest Inventories. Manierre hosts a yearly high school fair for the 7th and 8th grade students focused on college and career exploration.</p>		
<b>Academic Planning</b> ----->				<b>2</b>
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>Manierre supports college and career planning by providing opportunities for students to explore paths of interest utilizing data from Explore Interests Inventories, Jobs Illinois, Junior Achievement, Individualized Student interviews, and City of Chicago summer employment opportunities.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->				<b>4</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Manierre provides exposure to a wide range of extracurricular activities to build leadership, nurture talents, and increase engagement with Manierre which include basketball, volleyball, tennis, ( Boys and Girls) chess, Flag football, double dutch, cheerleaders, pom -pom, Saturday Academy provides additional help in Literacy ,Math and Science . Manierre,s Fine Arts Program include dance and drama is sponsored by</p>		

N 6: College and Career Readiness Supports

### 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
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>Manierre provides students with information about college or career choices based on Explore Interest Inventories. The school hosts a yearly high school fair for the 7th and 8th grade students focused on College and Career Exploration.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>N/A High School only</p>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<p>Manierre works to ensure students are college and career ready. Upon graduation, students receive a packet which includes the following: diploma, transcripts, and transfer information needed for high school admission.</p> <p>Kindergarten readiness test is given to assess students.</p> <p>Manierre has an aggressive program to ensure immunizations are up to date to make transition to the appropriate grades.</p> <p>Winfield Moody and Kids Club provide services to ensure all students make a successful transition.</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
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>Principal allocates discretionary spending to align with the mission vision, education plan and overall strategic development of the following: Funds are allocated to reduce class size, hire a .5 Art teacher, technology and music consultants Manierre actively identifies and pursues opportunities for outside funding or community partnerships to help meet student and staff needs.</p> <p>Target Grant Children Literacy Initiative )Target ) Fourth Presbyterian Peggy Notebaert Erikson ( 13 Grant) Quarsan</p> <p>Open Books W.I.T.S. ( Working In The Schools) R.I.F. ( Reading Is Fundemate!) Children's (Memorial ( Health Educatio) By the (Hand Tutoring) Cabrin Green tutoring</p>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• 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.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Mainierre has a approach in hiring candidates. Candidates are chosen by the needs of the school and its students. The principal reviews resumes and interviews candidates that are potentially a "good fit" for the school. The principal also develops a interview committee (which include teachers) to assist in this process. References are checked by phone interview. Questions used during the interview focus on candidates teachiing philosophy, knowlegde of curriculum and instruction, and commitment to the overall education/socialization of a child.</p>	
	<b>Use of Time</b> ----->			<b>2</b>

### 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"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>Manierre provides adequate time for teachers to examine student work and progress, collaborate with each other and construct instructional framework and practices. The school schedule allows for common planning before, during, and after school for all grade levels.</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

To develop Manierre students that are Empowered, Ethnical and Moral Thinkers, Motivated Leaders, Proficient Problem Solvers, Open Minded Citizens, Well Rounded Individuals, Empathetic Participants in Society, Responsible Decision Makers, Engaged life-long learners and Determined to Persevere.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide effective, continuous , learning strategies in the reading curriculum to drive achievement. Additionally, students will be provided a rigorous, effective, continuous learning environment using strategies that are research- based and aligned to CCSS to drive achievement and grade level performance.	After careful analysis of ISAT and fall and winter Scantron scores in grades 3rd-8th, it has been determined, our areas of deficiencies are vocabulary development and non-fiction text. Teachers will implement a comprehensive program across the grade levels that will aid instruction in vocabulary and non-fiction text.
2	Provide effective, continuous, learning in mathematics also provide on-going professional development and support for teachers about using student data to tailor instruction to meets the needs of all learners to increase reading and mathematics and develop a strong R.I.T. program. Additionally, students will be provided a rigorous, effective, and inquiry based learning environment using strategies that are researched based and include the implementation of an effective mathematic bridge program.	After careful analysis of ISAT and fall and winter Scantron scores in grades 3rd-8th, it has been determined, our areas of deficiencies are algebra and measurement. Teachers will implement a comprehensive program across the grade levels that will aid instruction in algebra and measurement.
3	Due to low parental involvement in the overall school community, Manierre will build and strenghen a partnership within the community through effective collaboration with state and community organizations where parents will become empowered and invested in the school's academic achievement.	To develop a system that supports, encourages, and manages an effective community partnership by maximizing resources through joint partnership and collaboration with parent, state and community organizations.
4	Optional	
5	Optional	

### Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide effective, continuous , learning strategies in the reading curriculum to drive achievement. Additionally, students will be provided a rigorous, effective, continuous learning environment using strategies that are research-based and aligned to CCSS to drive achievement and grade level performance.	After careful analysis of ISAT and fall and winter Scantron scores in grades 3rd-8th, it has been determined, our areas of deficiencies are vocabulary development and non-fiction text. Teachers will implement a comprehensive program across the grade levels that will aid instruction in vocabulary and non-fiction text.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Manierre will provide a professional development plan for Literacy; This plan will support teachers in implementation of the CPS Literacy Framework (specifically - unpacking standards, text complexity, strategies for non-fiction text, unit planning, differentiation of instruction, and argumentative writing)	Professional Development	All	Administration	Summer 2012	On-going		
ILT will create structured literacy blocks to support the implementation of CCSS in literacy to ensure that best reading practices are occurring daily (Read Aloud, Word Study, Mini Lesson, Shared Reading, Guided Reading, and Independent Reading)	ILT/ Teacher Teams	All	ILT/Teacher Teams	Summer 2012	Summer 2012		
K-8 grade teachers will infuse CCSS Mathematical Practices into the daily learning activities	Instruction	All	Teachers	Quarter 1	On-going		
Teachers will create performance assessments in reading and math to determine students understanding of CCSS	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Teachers will begin developing instructional literacy units aligned to CCSS at the start of the 2012-2013 school year.	Instruction	All	Teachers	Summer 2012	On-going		
All staff working with students will participate in 45 minute horizontal and/or vertical collaboration weekly to discuss student instruction linked to CCSS.	ILT/ Teacher Teams	All	ILT/Teacher Teams	Quarter 1	On-going		
A school-wide inventory will be completed before the start of the 2012-2013 school year to identify non-fiction curriculum materials needed to support CCSS in Literacy	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2012		
Administration will monitor lesson plans and facilitate walkthroughs to monitor instruction	Instruction	All	Administration	Quarter 1	On-going		

**Strategic Priority 1**




## 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
Provide effective, continuous, learning in mathematics also provide on-going professional development and support for teachers about using student data to tailor instruction to meets the needs of all learners to increase reading and mathematics and develop a strong R.I.T. program. Additionally, students will be provided a rigorous, effective, and inquiry based learning environment using strategies that are researched based and include the implementation of an	After careful analysis of ISAT and fall and winter Scantron scores in grades 3rd-8th, it has been determined, our areas of deficiencies are algebra and measurement. Teachers will implement a comprehensive program across the grade levels that will aid instruction in algebra and measurement.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT/TTs will use NWEA and other assessments to identify the needs of students and to target instruction.	ILT/ Teacher Teams	All	Principal	Summer 2012	Summer 2013		
ILT/TTs will create a data cycle calendar in that includes a timeline for planning, instruction, assessing, and implementation of action plan for students not meeting expectations.	ILT/ Teacher Teams	All	Principal	Summer 2012	Summer 2013		
Teachers will create RTI data binders that will track	ILT/ Teacher Teams	All	Principal	Summer 2012	Summer 2013		
Twice a month at grade meetings, teachers will analyze data to guide instructional practices .	ILT/ Teacher Teams	All	Principal	Quarter 1	Quarter 4		
Weekly teacher collaboration (vertical/horizontal) will revolve around best practices in using data to design instruction.	ILT/ Teacher Teams	All	Principal	Quarter 1	Quarter 4		
RTI Data Binders-teachers have ongoing discussion on the development of the strategies to improve struggling students. Teachers present to the RTI Team on struggling students , they are given strategies to use and suggested materials to help students for 4-5 weeks and set a date to report back to the Team. on the progress. The use of the data binders and the reteaching plans are a great resource to the RTI Team. The data binders also help determine the needs of the individual students Data Binders- Data Binders are submitted to the Administration every Monday, the binders will have the focus strategy for the week, the assessments and the reteaching plans. They are given feedback and also dialog on the development and process. This instructional piece have been most helpful to the staff. This also gives the teachers insight on behavioral issues that can be addressed through our counseling system and our PBIS programs	ILT/ Teacher Teams	All	Principal	On-going	On-going		

**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
Due to low parental involvement in the overall school community, Manierre will build and strengthen a partnership within the community through effective collaboration with state and community organizations where parents will become empowered and invested in the school's academic achievement.	To develop a system that supports, encourages, and manages an effective community partnership by maximizing resources through joint partnership and collaboration with parent, state and community organizations.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Parents Meetings will be held monthly to update parents on events and/or instructional activities occurring at the school. These meetings will provide opportunities to extend parents' learning in educating their children (.	Parental Involvement	All	Administration	Quarter 1	On-going		
Develop partnerships with outside agencies to assist in family and student counseling for emotionalsocial support	Other	All	Administration	Summer 2012	On-going		
Create a rubric to evaluate community partnerships and how they impact student learning and growing.	Other	All	Administration	Summer 2012			
Facilitate two Curriculum Family Nights that support literacy and math instruction	Parental Involvement	All	Administration/ILT	Quarter 2	Quarter 4		



## 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

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps