



2012-2014 Continuous Improvement Work Plan

Logandale Middle School

Fullerton Elementary Network
3212 W George St Chicago, IL 60618
ISBE ID: 150162990252881
School ID: 610325
Oracle ID: 41091



Mission Statement

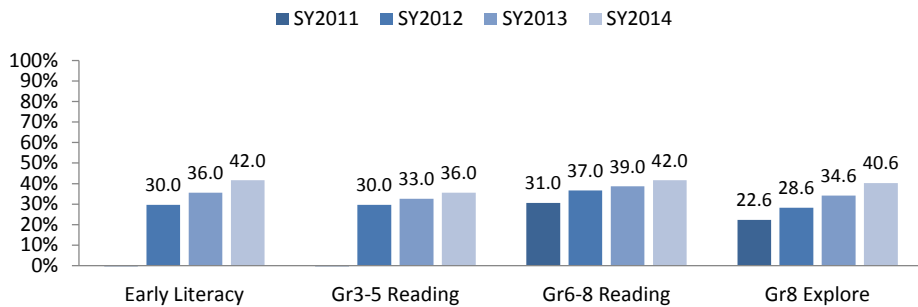
Mission- Committed to engaging and nurturing all learners, Avondale Logandale uses the resources of all stakeholders to make our students life-long learners that are prepared to be productive members of the local community and global society. Vision- Our community models a passion for life and learning by providing a rigorous, rich, interdisciplinary environment. We provide resources to the community, extracurricular activities for students, and data driven professional development to expand our knowledge and foster intellectual growth. Our multi-cultural community is inclusive, seeking to provide a safe and positive environment that respects diversity and world-views.

Strategic Priorities

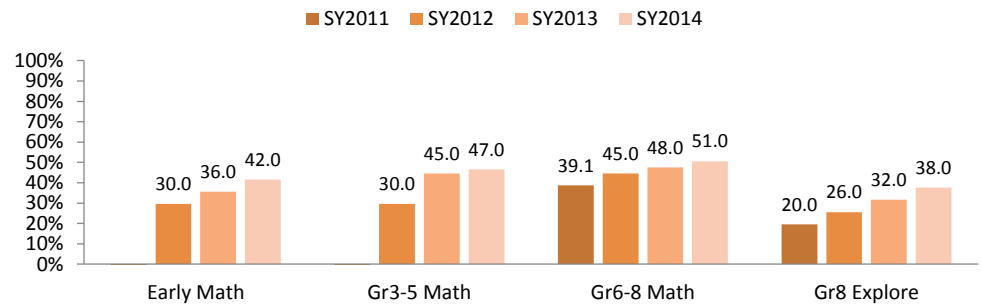
- 1. Establish a comprehensive schoolwide reading and writing curriculum plan that reflects equal representation of fiction and nonfiction text across grade levels that includes multiple components to increase student fluency, comprehension and critical thinking skills.
2. Enhance math and science curriculum by creating curriculum maps for math and science, reflective of learning standards and identifying appropriate ways to integrate instruction in these content areas will increase and reinforce student knowledge in math and science.
3. Develop a specific intervention and differentiation program to address the needs of all students including students in bilingual and special education. This program will include RtI interventions, bilingual supports, enrichment and differentiation for special education students. The program will be infused into the core schedule as a
4. Maintain and increase parent and community involvement and develop a positive cohesive school culture and climate for students, staff, parents, and community.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Logandale Middle 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
Evelyn Roman	Principal
Ivan Seggara	Assistant Principal
Alicia Jenkins	Assistant Principal
Janice Stein	Lead/ Resource Teacher
Claudia Avila	Lead/ Resource Teacher
Ebelia Mucino	Classroom Teacher
Patrice Lucas	Classroom Teacher
Michael Jones	Lead/ Resource Teacher
Lisa Love	Special Education Faculty
Lucille Burmov	Assessment/Data Faculty
Kiesha Shaw Nobles and Sylvia Torres	Classroom Teacher
Victoria Llaguno and Maria Sanchez	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	30.0	36.0	42.0	Early Math % of students at Benchmark on mClass	NDA	30.0	36.0	42.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA	30.0	33.0	36.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA	30.0	45.0	47.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA	50.0	53.0	55.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA	50.0	53.0	56.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	31.0	37.0	39.0	42.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	39.1	45.0	48.0	51.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.1	60.0	63.0	65.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	56.9	60.0	63.0	66.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	22.6	28.6	34.6	40.6	Explore - Math % of students at college readiness benchmark	20.0	26.0	32.0	38.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.1	97.0	97.5	98.0					
					Misconducts Rate of Misconducts (any) per 100	5.1	5.1	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	76.3	78.0	81.0	85.0		ISAT - Reading % of students exceeding state standards	7.8	10.0	14.0	19.0
ISAT - Mathematics % of students meeting or exceeding state standards	78.7	84.0	89.0	93.0		ISAT - Mathematics % of students exceeding state standards	11.6	16.0	22.0	29.0
ISAT - Science % of students meeting or exceeding state standards	65.8	79.0	86.0	89.0		ISAT - Science % of students exceeding state standards	13.2	15.0	18.0	22.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			1
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>ILT met about goals for student achievement. The ILT identified students at the cusp of meeting and exceeding. These students were invited to a specialized online computer program.</p> <p>There was school wide development on data and presentation on student achievement and where we wanted the students to be. This was not grade level specific.</p> <p>Teachers discussed in grade level meetings data from ISEL, mClass, and scantron three times a year. The teachers identified trends within their grade level and identified areas of deficiency.</p>	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Schoolwide professional development topics included: RTI Overview and Interventions (By RTI Interventionalist), Small Group Instruction (By Assistant Principal), Literacy Common Core (by Literacy Lead), Critical Thinking (By Literacy Lead)</p> <p>There was a gallery walk to reflect professional development on reading/writing across the grade levels.</p> <p>Follow up and monitoring of professional development was done during weekly grade level meetings facilitated by administration.</p> <p>Literacy Lead performed coaching cycles in the area of small group instruction.</p> <p>Reading and Math Night left parents with strategies to use at home to reinforce learning.</p> <p>Monthly Newsletter, Open House, and website provides basic information for parents. Parents are invited to come in and ask questions on a daily basis. Parents feel comfortable asking administration questions.</p>	

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Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>There are opportunities for teachers to participate in these areas:</p> <ul style="list-style-type: none"> ILT membership Bilingual Lead RTI team Literacy Team Committee chair CIWP team Grade/Course Team Meetings Whole Staff Meetings Union Representation Fun Fair Committee Social Committee <p>Some teachers believe that teacher learning and expertise is inconsistently shared after engagement in professional development activities.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT team consist of Literacy Lead, RTI Interventionalist, Counselor-Case Manager, Math Lead, Technology Teacher, Bilingual Lead, Principal and Assistant Principals.</p> <p>ILT met weekly</p> <p>ILT focused primarily on improving teaching and learning.</p> <p>Topics covered by the ILT included:</p> <p>Identifying 5% of children at the cusp meeting standards and 5% of students at the cusp of exceeding standards and came up with plan to move students to the next category. One program that was used was an online tutoring program that these targeted students participated in.</p> <p>Identified benchmark students that were at risk of failing and recommended these students for the enrichment program to add extra support. The ILT was brief on ongoing progress and events and added support in those areas.</p> <p>ILT used ISAT, Scantron, mClass and ISEL data to make decisions</p> <p>Staff-wide engagement process needs improving.</p>	
Monitoring and adjusting ----->			2
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Administration provided school wide professional development of district assessments ISAT, Scantron. Grade Level Meeting teams analyzed ISEL and mClass data.</p> <p>Software tools, Study Island and Lexia were used for monitoring tools.</p> <p>There was a school wide professional development on the TIP plan. Teachers were introduced to it and used the provided formulas to identify students that needed to move from Quartiles 2 and 3 to Quartile 1.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Teachers determine scope and sequence individually in Literacy. Teachers individually develop units of instruction in Literacy. Novel sets mostly fiction, some non fiction in literacy. Inconsistent differentiation in classrooms. More time to collaborate and to align curriculum vertically and horizontally is needed. <p>In mathematics teachers in K-5 used Math Trailblazers and 6-8 used Math Thematics.</p> <p>For Reading in K-2 used a balanced literacy approach and used Story Town for foundational support.</p> <p>For Reading in 3-5, teachers use guided reading as a major component of their literacy block. Teachers pull from novels, chapter books and leveled readers. For Reading in grades 6-8, teachers use novel studies and thematic units across content areas.</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Need for more balanced literacy materials especially in the content areas. Instructional materials are geared towards general curriculum with some differentiation. <p>The school purchase Story Town, Bilingual Libraries, Science Materials and Literature and purchased 32 computers to enhance learning.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>School Assessments Include:</p> <ul style="list-style-type: none"> - ISEL- 3 times a year - MCLASS-3 times a year - Rasinski fluency snapshot - Running records - Bear spelling inventories - ISAT- once a year - Scantron- 3 times a year -ACCESS-once a year - Formative and summative assessments need to be used to guide instruction.-Ongoing throughout the year - Most classroom assessments not differentiated. <p>The data from the assessments are viewed at least 3 times a year. The data was desegregated by Assistant Principal/Math Lead and RTI Interventionalist.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> - Learning objectives align to standards- We are in the beginning stages of aligning common core. 1st quarter we will revisit an overview of Common Core and continue unpacking the standards. - Questions should move towards items that require higher order thinking skills. - Pacing and sequencing of lessons is dependent upon individual Assessment goals. -Monitoring and Adjusting Curriculum - Move toward small group instruction <p>Instruction is most often delivered whole group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</p> <p>-Formative assessment during instruction is used occasionally or inconsistently between teachers.</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			2
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>We had a professional development on RtI. RtI meetings were held on a regular basis. There were several teachers who are implementing some level of RtI, there is some progress monitoring and interventions happening. We have a dedicated RtI Staff Member.</p> <p>We have an RTI Interventionalist.</p> <p>RTI Team had weekly meetings included school specialized service staff</p> <p>Whole group professional development on RTI and Interventions</p> <p>The focus was on solidifying Core Instruction, so the interventions in the classroom did not take hold as desired.</p>	

Professional Learning	Whole staff professional development ----->		1
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The school does not have a long term P.D. topic calendar established at the beginning of the year. The union waver also forced us to have less P.D. time.</p> <p>The school lacks a method for continually monitoring the effectiveness of all p.d. Reflection and teacher input is lacking. Professional development is not ongoing or cohesive and not specifically to grade levels as much as it should.</p> <p>Schoolwide professional development topics included: RTI Overview and Interventions (By RTI Interventionalist), Small Group Instruction (By Assistant Principal), Literacy Common Core (by Literacy Lead), Critical Thinking (By Literacy Lead)</p>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Weekly grade level meetings do not produce a final product having a tangible unit plan, assessment analysis, or weekly lesson plan collaboration.</p> <p>No evidence of vertical collaboration to support student learning. Not all special education teachers, BLT, RTI can attend all meetings due to scheduling conflicts.</p> <p>A member of administration is usually present at grade levels. No collaboration protocol/process is in place.</p> <p>Grade level meeting time is scheduled within the school day and occurs weekly. (Teachers meet officially during one prep period.)</p> <p>Some special education teachers attend these meetings. All bilingual teachers are present at these meetings. During this time teachers can collaborate for planning or analyze data.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>A coaching plan has not been consistently and formally established or communicated. One was used for the first half of the year. Nothing special or more intense is offered to new teachers (e.g. mentoring) for some new teachers. Other new teachers have receive mentors and outside professional development on classroom management and curriculum implementation.</p> <p>Professional Growth Plans have not been created for individual teachers.</p> <p>When informal and formal observations are made, feedback is given through post observation meetings and goal setting for teachers take place.</p> <p>No peer coaching or classroom visitation is formally used. Reading lead coaches teachers that need support. Bilingual Lead coaches teachers that need support as it relates to</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Students attended high school fair Career Exploration After school program Neighborhood school comes to the building to register and talk to students. We have the high school night for the parents of eighth grade students to walk them through the enrollment and application processes for high school.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Staff is usually available to hear out the needs of all students especially in the middle grades. Administration makes time to speak with students, especially in the context of conflict resolution. Administrator works closely with struggling, at risk, and high incidence students and parents to build relationships. NCLB, PAC, BAC meetings has serves as relationship builders between the school and the parents.</p>	
Behavior & Safety ----->			2	

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Schoolwide referral system/discipline process based on a graded scale and student code of conduct manual is followed.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
NSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>School provides fliers and other information to parents. School holds informational parent meetings. Marquees are always current. During Open House, academic and behavioral expectations are shared with the parents by the principal and teachers. Monthly Newsletter follows up with expectations and keeps parents abreast of upcoming dates and opportunities that support learning to help students reach expectations. District reports on state assessments are distributed to the parents. Parents receive progress reports at the 5th, 15th, 25th, and 35th weeks of the school year. The is a "Student of the Month" celebration for families for students that exhibit good attendance, citizenship and academic growth. Dinner is provided and students receive a medal and certificate from</p>	
	Ongoing communication ----->			3
<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>There are always parents coming in and out of the building to talk with teachers. Some teachers call home to provide positive feedback. Logandale building has phones in the rooms to provide easy ways to contact parents.</p>		
Bonding ----->			3	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMEI	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Parents are encouraged to come in to speak with administration at any time. There are classes for the parents. ESL and computer classes for parents occur four days a week for ten weeks. Child care is provided and children are fed</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Counselor, nurse, and other specialized support staff go to students homes in situations where they are unable to come to school. They provide services within the school. We have Boys and Girls Club of America to provide academic and social support to students. LSNA and parent tutors provide tutoring support to students as well.	
	College & Career Exploration and election ----->			1
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	We are working toward a plan to expose students to different colleges and provide information about career choices.	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Algebra in 8th grade.		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	soccer, volleyball, Boys and Girls Club, Choir, Music, after school tutoring, basketball, hockey, sewing (arts and crafts), Dance		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			1
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Explore Test	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	8th Grade Parent Meeting to walk parents through the promotion policy and make them aware of student expectations and 8th grade events.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			2
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Zip Car Partnership Candy Fundraisers Student Activities I-Go Partnership	
	Building a Team ----->			2
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Interviews typically consist of an interview with the principal or a team from the school, specific to the area of need; there are some opportunities to demonstrate knowledge or skill in the classroom.	
	Use of Time ----->			3

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Grade Level Meetings occur once a week during a teacher's preparation period. Teachers within a grade level meet at this time. Guided Reading addresses some intervention RTI coordinator services targeted students. The priority this year were students in the benchmark grades (3rd, 6th and 8th). Some students in other grades that displayed a need were provided intense interventions as time allotted.</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

Mission- Committed to engaging and nurturing all learners, Avondale Logandale uses the resources of all stakeholders to make our students life-long learners that are prepared to be productive members of the local community and global society. **Vision-** Our community models a passion for life and learning by providing a rigorous, rich, interdisciplinary environment. We provide resources to the community, extracurricular activities for students, and data driven professional development to expand our knowledge and foster intellectual growth. Our multi-cultural community is inclusive, seeking to provide a safe and positive environment that respects diversity and world-views.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Establish a comprehensive schoolwide reading and writing curriculum plan that reflects equal representation of fiction and nonfiction text across grade levels that includes multiple components to increase student fluency, comprehension and critical thinking skills.	Based on scantron data, we have under 30 percent of students in 3rd-5th grade and 6th - 8th grade at or above grade level in reading. Our projected results on the NWEA will look similar to those reflected on the scantron test. Developing a schoolwide reading plan will specifically address student needs and prepare them to address more complex text as they advance to the next grade level. The writing component will address students' ability to compose different genres of writing and connect writing to reading text so that writing does not occur in isolation. This will give the students the written communication skills needed to be college ready.
2	Enhance math and science curriculum by creating curriculum maps for math and science, reflective of learning standards and identifying appropriate ways to integrate instruction in these content areas will increase and reinforce student knowledge in math and science.	Based on scantron data and projected results from NWEA, less than 50% of our students are performing at or above grade level in math. We want to increase the percentage of 43.6% to 51.0% over the next two years. We have to establish a schoolwide science curriculum map and math curriculum map for each grade level. We will plan to integrate science and math when applicable to reinforce concepts and skills. We will integrate science and math to develop a foundation to prepare students to be college and career ready.
3	Develop a specific intervention and differentiation program to address the needs of all students including students in bilingual and special education. This program will include Rtl interventions, bilingual supports, enrichment and differentiation for special education students. The program will be infused into the core schedule as a seamless occurrence in the daily learning routine.	Based on scantron, ISAT, mClass and ISEL data, students in subgroups show a smaller percentage points of gains over time and lag behind their peers. We want to increase gains in each subgroup including students that performing at higher levels. We believe that a multiple targeted approach will increase gains across the board.

4	<p>Maintain and increase parent and community involvement and develop a positive cohesive school culture and climate for students, staff, parents, and community.</p>	<p>Based on parent surveys, parents will like to continue to volunteer in and out of the classroom. We will like to see more parent representation in grades 6th, 7th and 8th grades. We currently, have several community partners like LSNA, Chase Bank, National Louis University, Northeastern University, Boys and Girls Club, Youth Service Project and Martial Arts Program. We have noticed that these programs have a positive impact on the students. Students have gained access educational and recreational programs to enhance their intellectual, social and physical ability. We want to increase this and provide more opportunities for a greater number of our students to benefit from such partnerships. Based on survey results, we will like to continue to improve school culture and climate. We want students, staff, parents and community to feel welcomed to come into the school and be an active participant in the school. We want everyone to feel respected and have high expectations for each other. We believe that creating a positive environment will boost student confidence and self worth which will be integral in preparing to be college and career ready.</p>
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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
Establish a comprehensive schoolwide reading and writing curriculum plan that reflects equal representation of fiction and nonfiction text across grade levels that includes multiple components to increase student fluency, comprehension and critical thinking skills.	Based on scantron data, we have under 30 percent of students in 3rd-5th grade and 6th -8th grade at or above grade level in reading. Our projected results on the NWEA will look similar to those reflected on the scantron test. Developing a schoolwide reading plan will specifically address student needs and prepare them to address more complex text as they advance to the next grade level. The writing component will address students' ability

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase comprehensive listening centers for each classroom	Equipment/Technology	All	Principal and Literacy Lead	Summer 2012	Quarter 1		
Listening center training	Professional Development	All	Principal, tech coordinator Literacy Lead	Quarter 1	On-going		
Purchase comprehensive classroom libraries.	Instructional Materials	All	Literacy Lead, classroom teachers	Summer 2012	Quarter 1		
Independent reading program Professional Development	Professional Development	All	Literacy Lead, classroom teachers	Summer 2012	On-going		
Purchase of leveled nonfiction text.	Instructional Materials	All	Literacy Lead, classroom teachers	Summer 2012	On-going		
Professional development on Common Core and nonfiction text and writing.	Professional Development	All	Literacy Lead, classroom teachers	Summer 2012	On-going		
Common Core Curriculum Mapping	Professional Development	All	Literacy Lead, classroom teachers	Summer 2012	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
Enhance math and science curriculum by creating curriculum maps for math and science, reflective of learning standards and identifying appropriate ways to integrate instruction in these content areas will increase and reinforce student knowledge in math and science.	Based on scantron data and projected results from NWEA, less than 50% of our students are performing at or above grade level in math. We want to increase the percentage of 43.6% to 51.0% over the next two years. We have to establish a schoolwide science curriculum map and math curriculum map for each grade level. We will plan to integrate science and math when applicable to reinforce concepts and skills. We will integrate science

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review math common core standards content and practices (Expectations)	Instruction	All	Math Lead/Asst Principal Jenkins	Summer 2012	On-going		This can be done during a weekly professional development session for math teachers.
Look at current math materials and common core standards and form curriculum map for each grade.	Instruction	All	Math Lead/Asst Principal Jenkins	Quarter 1	On-going		This process will begin during weekly Professional Development and will continue during grade level meetings.
Purchase Supplemental Math Materials to support the math program	Instructional Materials	All	Math Lead/Asst Principal Jenkins	Summer 2012	Quarter 1		
Determine topics to be taught in science based on learning standards for each grade level and create a curriculum map for science.	Instruction	All	Science Committee	Summer 2012	On-going		
Gather Science Materials that support the planned science map.	Instructional Materials	All	Science Committee	Quarter 1	On-going		
Form a science committee	ILT/ Teacher Teams	All	Administrators	Summer 2012	Quarter 1		This has to take place first before review of science materials and topics of instruction can be determined
Compare Science and Math curriculum maps and plan integrated lessons to maximize content knowledge	ILT/ Teacher Teams	All	Asst Principal Jenkins	Summer 2013	Year 2		



Strategic Priority 2

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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
Develop a specific intervention and differentiation program to address the needs of all students including students in bilingual and special education. This program will include RtI interventions, bilingual supports, enrichment and differentiation for special education students. The program will be infused into the core schedule as a seamless occurrence in the daily learning routine.	Based on scantron, ISAT, mClass and ISEL data, students in subgroups show a smaller percentage points of gains over time and lag behind their peers. We want to increase gains in each subgroup including students that performing at higher levels. We believe that a multiple targeted approach will increase gains across the board.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify top 5% of students needing Tier 3 interventions	ILT/ Teacher Teams	Other student group	ILT and classroom teachers	Quarter 1	On-going		
Identify students needing Tier 2 interventions in Reading and Math	ILT/ Teacher Teams	Other student group	ILT and classroom teachers	Quarter 1	On-going		
Professional Development on Schoolwide Tier 2 and Tier 3 interventions.	Professional Development	All	ILT/Literacy Lead/Math Lead	Quarter 1	On-going		
Design enrichment program and activities for each grade level	Instruction	All	Classroom teachers, Literacy Lead and Math Lead	Quarter 1	On-going		
Professional Development on Common Core and WIDA standards	Professional Development	English Language Learners	Bilingual Lead	On-going	On-going		
Professional Development on Bilingual supports in the Middle Grades	Professional Development	English Language Learners	Bilingual Lead	On-going	On-going		
Purchase Nonfiction Spanish books for classroom library	Instructional Materials	English Language Learners	BilingualLead Classroom Teachers	Summer 2012	Quarter 1		



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
Maintain and increase parent and community involvement and develop a positive cohesive school culture and climate for students, staff, parents, and community.	Based on parent surveys, parents will like to continue to volunteer in and out of the classroom. We will like to see more parent representation in grades 6th, 7th and 8th grades. We currently, have several community partners like LSNA, Chase Bank, National Louis University, Northeastern University, Boys and Girls Club, Youth Service Project and Martial Arts Program. We have noticed that these programs have a positive impact on the

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue Family Reading and Math Night	Parental Involvement	All	Teacher Teams	On-going	On-going		
Continue Family movie night	Parental Involvement	All	ILT	On-going	On-going		
Continue partnership with Logan Square Neighborhood Association	Parental Involvement	All	Principal/ Assistant Principal	On-going	On-going		
Continue ESL classes for parents	Parental Involvement	Not Applicable	Principal	Quarter 1	Quarter 4		
Continue Computer Classes for parents	Parental Involvement	Not Applicable	Principal	Quarter 1	Quarter 4		
Purchase a counselor assistant	Staffing	All	Principal	Summer 2012	Summer 2012		To assist in the case management load and the RTI process. This position will allow students to have ongoing group sessions in areas of need. It will support students at risk.
Develop a positive behavior plan- schoolwide	Other	All	ILT	Quarter 1	On-going		Continue to provide incentives for students who are exhibiting behaviors that meet school expectations in academic growth, infractions, citizenship, attendance and participation in school extra curricular activities.



Strategic Priority 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