



2012-2014 Continuous Improvement Work Plan

Thomas A Edison Regional Gifted Center ES

O'Hare Elementary Network
4929 N Sawyer Ave Chicago, IL 60625
ISBE ID: 150162990252184
School ID: 609794
Oracle ID: 29011



Mission Statement

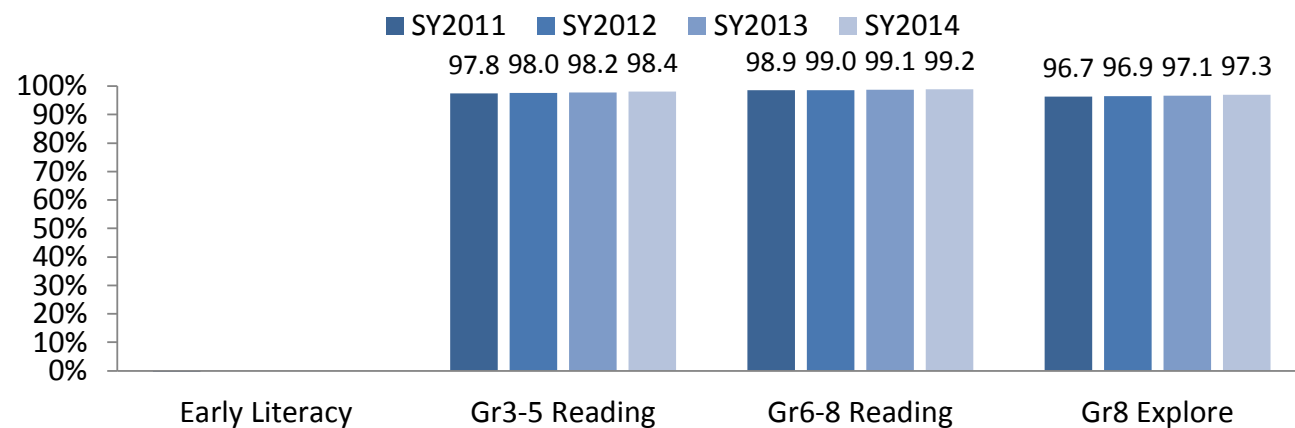
At Edison Regional Gifted Center we strive to meet the academic and social needs of our gifted and academically advanced students through an integrated curriculum, differentiated instruction, the use of technology, and involvement with the community. We foresee that through our focus on the whole child, our students will assume ownership of their learning, foster multiculturally sensitive citizens in our global community, develop critical thinking and problem solving skills, pursue higher education, and become life-long learners. We expect that 100% of our students will complete high school and that 90% will attend college.

Strategic Priorities

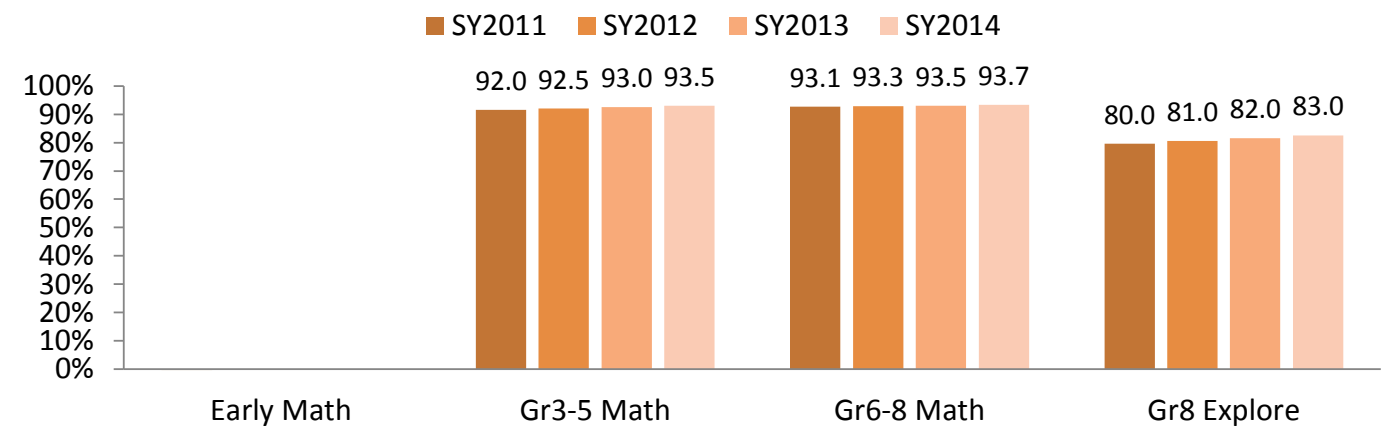
1. Increase the percent of students that EXCEED the State Standards (CCSS) on the ISAT in Math by 2.5%.
2. Implement the Common Core State Standards by investigating and accumulating literacy materials to effectively align the curriculum and instruction, and to ensure that the students are college and career ready. This will be accomplished through curriculum mapping using the social studies curriculum, and by analyzing the
3. Maintain no more than a 10% student population in Tier 2 RTI. This will be accomplished through tutoring, differentiated instruction, and a variety of interventions, including interventions that recognize and build on positive behavior.

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:	Thomas A Edison Regional Gifted Center ES

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
Saundra Gray	Principal
Donna Oberhardt	Assistant Principal
David Barber	Classroom Teacher
Jelena Shanahan	Classroom Teacher
Kathleen Lally	Parent/ Guardian
Maryrose Pavkovic	LSC Member
Kim Smolen	Parent/ Guardian
Cytorse WalkerNicholson	Classroom Teacher
Ursula KrebsChelette	Classroom Teacher
Alison Dawson	Counselor/Case Manager
Jack Matsumoto	Classroom Teacher
Mia Hilliard	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					Early Math % of students at Benchmark on mClass	NDA			
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	97.8	98.0	98.2	98.4		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	92.0	92.5	93.0	93.5
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.8	53.0	53.2	53.4		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.6	57.8	58.0	58.2
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	98.9	99.0	99.1	99.2		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	93.1	93.3	93.5	93.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.4	60.6	60.8	61.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.2	55.4	55.6	55.8
8th Grade										
Explore - Reading % of students at college readiness benchmark	96.7	96.9	97.1	97.3		Explore - Math % of students at college readiness benchmark	80.0	81.0	82.0	83.0



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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	96.6	96.6	96.6	96.6					
					Misconducts Rate of Misconducts (any) per 100	1.9	1.9	1.8	1.7

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	100.0	100.0	100.0	100.0		ISAT - Reading % of students exceeding state standards	88.4	90.6	90.8	91.0
ISAT - Mathematics % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0		ISAT - Mathematics % of students exceeding state standards	79.0	81.5	81.8	82.0
ISAT - Science % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0		ISAT - Science % of students exceeding state standards	80.0	81.0	82.0	83.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> The school uses ISAT and Scantron to identify and target both areas of need as well as individual students. Detailed plans are developed to address areas of need, including progress measures and intervention frequencies. Administrators closely monitor progress and frequency of interventions and compare the data to the desired goal. Scantron Scores are reviewed quarterly and revisited on professional development days. Teachers use the data to properly help determine instruction for each child. For students who are not performing to their full potential, administrators meet with the appropriate staff throughout the 	
	Principal Leadership ----->			4
	<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. 	<ul style="list-style-type: none"> Principal provides money for conferences, brings in speakers for CPDU credits, and provides open dialogues to discuss teachers' individual needs and concerns Principal maintains an open door policy for staff, students, and parents. Principal encourages staff to think and work creatively using current educational innovations Include references to best practice instruction -- such as balanced literacy and workshop style or inquiry based instruction. Principal hosts an annual curriculum night for parents and community to provide updates and solicit feedback on school performance, learning goals, and upcoming events. Principal communicates with families via weekly emails; maintains daily, informal communication with staff via room visits, staff room, email, etc. Principal establishes a proactive environment that fosters school goals and district expectations. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<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 	<ul style="list-style-type: none"> *Beginning of FY2012, administration and faculty revised and updated committees: PPLC, LSC, ILT, Data, TRI, CIWP, Budget, CTU, Emergency Management, New hires, student teaching, tech, social, and events/calendar. *ERGC has only one class per grade; therefore, grade level meetings are not applicable. *Teachers willing to disseminate PD information among peers; however, due to the small size of ERGC, common prep time limits opportunities to share. *Due to the small size of ERGC, standard committee membership structures required are excessive, and thus may result in higher rate of burnout. *ERGC's teachers are dedicated and invested in the school, and some teachers specializes more in one area (grant writing, coaching, tutoring, mentoring) than others, *According to an in-house teacher survey, 75% of staff feels that administration's expectations are reasonable, open to teachers' concerns, and hold staff to high expectations. 	

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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 	<ul style="list-style-type: none"> *ILT consists of teachers from every team (primary, intermediate, upper, and specials (French, Library, P.E., Health, and Fine Arts). *ILT meets on a weekly basis to assess students' progress based on class work, projects, NWEA (next year), and scantron results. *ILT leads teachers to facilitate curriculum plan for differentiated instruction established from PD days. *ILT attends PD instruction that will help develop differentiated curriculum. *ILT the total faculty on PD instruction for the Common Core, Full School Day, Evaluation Plan for FY2013 (REACH), differentiated instruction. 	
Monitoring and adjusting ----->			3
<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. 	<ul style="list-style-type: none"> *Administration organizes data, providing visuals in chart/graph form, PowerPoint, and printouts to present to the ILT and faculty. *All faculty members analyze results and collaboratively create a plan of attack to improve at all levels. *Weekly meetings are held to discuss data and also to get students to where they need to be so they are prepared for the next year's material. *Teacher pairs (such as K and 1) will have coordinated prep times to discuss ways to better differentiate instruction; do short frequent 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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"> *Our Scope and Sequence was updated in FY2012. Going forward, the Scope and Sequence will be reworked to better coordinate with the Common Core State Standards (CCSS). *Teachers provide 10-week plans, and daily lesson plans are expected. *Teachers collaborate to integrate curriculum. P.E. and science teachers coordinate instruction on unit regarding heart health and anatomy. Health, 1st grade, and science teachers work together on a nutrition unit. The fine arts teacher coordinates with the social studies teachers to connect their curriculums. *Weekly RTI meetings include teachers and special education staff to discuss and identify students with learning and behavioral challenges. *New math series, Envision, for grades K-5 was introduced in FY2012. The focus is on combining content and practice. 	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> *Materials such novels, periodicals, and non-fiction that align with CCSS will be used throughout the schools. *Room for improvement for differentiation instruction for varies levels of students within the same classroom. *Inquiry-based projects help students create and learn based on their own interests (science fair, History fair self-directed topics) *Begin curriculum mapping based on the Social studies curriculum. Literature, fine arts, health, science and math teachers will create interdisciplinary units to coordinate with social studies 	
<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. 	<ul style="list-style-type: none"> *Teachers have access to online assessments, tutoring, aides, and a counselor. *The data from CPS is provided to the homeroom teacher; however, due to ERGC’s departmental organization, the data can be difficult for teachers to access. *Administration provides data in an organized manner that they regularly monitor, review, and share. *Room for improvement of research-based interventions and progress monitoring for general and special education students. Special education teacher needs to widen the scope and number of possible strategies. *Individual students’ needs are addressed using assessment data. *Teachers meet weekly to discuss students’ progress based on multiple forms of assessment. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<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"> *Teachers demonstrate objectives, sequencing, and alignment to the Common Core via written lesson plans, principal observation, classroom postings, and online (via TeacherWeb). *Teachers' lesson plans align with Common Core, Bloom's Taxonomy, and technology. *Field trips, guest speakers, modeling, gifted and differentiation conferences and workshops, and gifted/special education resource bookshelf in teachers' workroom *Pretests, performance assessments, class discussion and coaching, questioning, and debate *CME promotes higher order thinking, not just the process *As co-teaching improves, scaffold instruction will improve. *RTI team should create a plan to build in time for implementation of progress monitoring and charting. 	

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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. 	<ul style="list-style-type: none"> RTI holds weekly meetings, as well as on PD and staff development days Teachers willing to try and make necessary changes Room to improve on teacher documentation of interventions provided and room to improve on progress monitoring for general education students Most classes receive smaller group instruction, and this year, more interventions have been provided in after-school tutoring sessions. Math grouping school-wide, reading groups in the primary grades, open lab and tutorial during lunch and recess Special education services are inconsistent because of excessive staff absences. Administration has identified and utilizes a reliable substitute teacher with special education credentials. 	

Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> Scheduling P.D. can be difficult when district or network schedules meetings for the same day. PD days are packed full of relevant information and specific goals to accomplish per school need and district expectation and demands. Edison uses teacher evaluations and CPS University surveys to monitor the effectiveness for all professional development. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> *Teams exist but due to size of school and one class per grade level, no true grade level teams exist. Vertical team meetings are planned for the Full School Day. *Teachers meet weekly to discuss RTI for students and share intervention strategies *Small staff and student body allow all staff to be vested in every student’s needs. *Collaboration occurs vertically and in subject areas. Teachers collaborate to integrate studies. P.E. and science teachers coordinate to work on the heart. Health, 1st grade, and science teachers do nutrition unit. The fine arts teacher coordinates with the social studies teachers to connect their curriculums. 	
	Instructional coaching ----->			3
	<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. 	<ul style="list-style-type: none"> *Due to low staff transition rate, Edison has an informal induction support system. Each teacher is assigned a mentor who will help guide the teacher into and through our school culture and procedures. *Teachers choose tailored professional development training and are supported by administration through funding and classroom coverage. *Teachers receive quality oral and written feedback. Additional support (materials, organization, and classroom coverage) is readily provided upon teacher request. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<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>Provide high school level algebra, geometry, biology, environmental science, literature, U.S. and World History, and French courses.</p> <ul style="list-style-type: none"> *College is an every-day expectation at Edison *This college expectation is addressed through rigorous curriculum and teacher expectations *The buddy program pairs eighth grade students with kindergarten students; seventh grade students with first grade students. Upper grade students mentor younger students in social and academic programs. 	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> *General mutual respect: Patterns of interactions, both between adults and students, and among students, are respectful, with appropriate, fair responses to disrespectful behavior *The small school population allows Administration and teachers to have a pulse on the social and emotional circumstances of our students. 45 minutes lunch period allows teachers to informally inform other teachers of student concerns. *Due to the longer school day next year, advisory and intervention time will be built in to increase time for student social interaction, and informal teacher/student time. *Addressed and evidenced through ISBE Continuing Improvement Plan and LRE snapshots. *Assignments are designed to showcase individual culture 	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> *Security during breakfast when ERGC and AMPA are together in the lunch room includes: On-duty teachers, security guards, cameras, rope barriers, parent volunteers and both sets of administrators. *Each classroom has a phone and an emergency intercom to the office for communication. All staff carries walkie-talkies. *Violations to the Student Code of Conduct are rare, maybe 1 or 2 per year. *According to an in-house survey of 2nd through 8th graders, 93% 	

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 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Rising 7th and 8th grader families meet with administration to establish goals and expectations for upcoming school year. APMA and ERGC combine to invite 30 high school representatives from Selected Enrollment high schools and other rigorous high school programs. Also included is a forum where Edison and APMA alumnae speak about their high school experiences to prospective 6th - 8th grade parents and students. Academic and social information are provided to families through 10-week plans, teacher websites, classroom syllabi, Open Houses, Edison's school webpage, Bulletin Board Newsletter. Teachers are available by phone, e-mail and/or in-person conferences. Reports (Budget, CIMP, PPLC, Principal's Report, Transportation, 	
	Ongoing communication ----->			4
	<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. 	<ul style="list-style-type: none"> Two-way communication occurs during Impact, report card pick-up, teacher conferences, before/after school on an as-needed basis, along with administrator support for complex issues. Administration communicates extremely well with families via weekly emails, newsletters, and appointments Most teachers communicate with parents, but there is always room for improvement. In FY2013, 100% of teachers with weekly 	
Bonding ----->			4	
	<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. 	<ul style="list-style-type: none"> Social evening events: Game Night, Family Night, class plays, Family Dinner Dance, Legacy, and Fall Fest In school events: popcorn and movies, Fun Fair, Track-a-thon, field trips, in-school student performances (band, theatre, choir) Science and History Fairs, Academic Bowl, Sports teams "Good Morning" to all by administration Shoebox gifts collected at Winter Break to benefit neighboring families. Could engage students more in worthwhile causes. We have had limited food donated during food drives. MATHCOUNTS, CIML competitions, Fine Arts, Chicago Children's 	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
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. 	<ul style="list-style-type: none"> *Due to ERGC's population, a very small percent that require such service, but when necessary, well-executed response from school and Edison parent community. *Counselor has made home visits to families when necessary. 	
	College & Career Exploration and election ----->			4
	<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. 	<ul style="list-style-type: none"> *Stock Market Project exposes 7th graders to business, finance, economics and real-world experiences. *New counselor is very efficient, enthusiastic, conscientious, and proactive. She has begun working with 2nd grade organization issues and plans to implement organization classes from the 	
Academic Planning ----->			4	
<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. 	<ul style="list-style-type: none"> *ERGC provides advanced courses (Biology, Algebra, Geometry French, World and U.S. History, English), high school placement, exit exams, high school/college prep materials *School-wide college expectations. *Summer meetings for rising 7th and 8th grade families *High school night as described above *Middle school classes taught at high school level. Although Edison students are not allowed to get high school credit, most 7th and 8th grade classes cover high school material such as: literature (most of the books/stories in the 7th and 8th grade curriculum are on 		
Enrichment & Extracurricular Engagement ----->			4	
<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. 	<ul style="list-style-type: none"> *ERGC received the After School All Stars Grant for the last four out of five years, which paid for teacher salaries and supplies, the North River Commission Grant last year, which provided chess, sports transportation and referee fees, and PTO funded classes this year 		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			4
	<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. 	<ul style="list-style-type: none"> *School promotes college prep courses through 7th and 8th grade curriculum *Explore Test (an assessment for college and career interests and readiness) demonstrates that ERGC 8th graders are high school ready. 	
	College & Career Admissions and Affordability ----->			3
	<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. 	<ul style="list-style-type: none"> Using normed data from the EXPLORE, ISAT, and NWEA MAP tests, we are able to provide the students with information about possible career choices. We also use the interest survey on the EXPLORE test to help guide the students to select an appropriate high school which will give them the foundational skills to be successful in their career choice. 	
Transitions ----->			4	
	<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. 	<ul style="list-style-type: none"> *A 3-day summer orientation for incoming kindergarten students is held in June, allowing students to become acclimated to the teacher, classroom and fellow students *Individual family meetings are held during the summer to prepare rising 7th and 8th grade students for the academic and social expectations of the Selected Enrollment high schools (and other rigorous high school options). *Students new to grades 1-8 meet with school counselor during the first few months of school to ensure smooth transition of academic 	

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 ----->			4
	<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. 	<ul style="list-style-type: none"> Principal's discretionary funds are prioritized in order of need. FY2012 funds will go to technology, Active PTO holds multiple fundraisers, these funds provides computers, classroom supplies, field trips, teacher stipends, technology Fine Arts, French, and 3rd grade earned grant money for their classroom projects. 	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> Cross-curricular planning with Specials (French, Physical Education, Health, and Library/Technology) and Science Much emphasis and work/prep done by staff with common core planning and paradigm shift Partnership with Indiana University, DePaul University, and North Park University for student teachers Investigate participation with local universities' Reading Specialist Program. Loyalty is evident through the many parent/educators that apply for teaching jobs here at Edison 	
Use of Time ----->			2	
	<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. 	<ul style="list-style-type: none"> With the Full Day Schedule, we will have 30 minutes of intervention time (to allow students the individual time with the teachers); students will have an additional 160 minutes of math per week. Ultimately, our IEP meetings are effective, but we require more effective communication before the meeting to streamline the process and reduce the time that teachers are out of the classroom. 	

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

At Edison Regional Gifted Center we strive to meet the academic and social needs of our gifted and academically advanced students through an integrated curriculum, differentiated instruction, the use of technology, and involvement with the community. We foresee that through our focus on the whole child, our students will assume ownership of their learning, foster multiculturally sensitive citizens in our global community, develop critical thinking and problem solving skills, pursue higher education, and become life-long learners. We expect that 100% of our students will complete high school and that 90% will attend college.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase the percent of students that EXCEED the State Standards (CCSS) on the ISAT in Math by 2.5%.	The percentage of our students that <i>EXCEED</i> on the ISAT in math is 79% compared to the students that <i>EXCEED</i> on the reading ISAT (88.4%). Since our SEF score for <i>Intervention</i> and <i>Assessment</i> are both "2", we need to concentrate our efforts to increase interventions to improve the assessment data. The increased intervention time on the Full Day Schedule will improve both the "2" we scored on <i>Intervention</i> and the <i>Use of Time</i> categories. The combination of increased math class time, and concentrated interventions should increase our EXCEED scores.
2	Implement the Common Core State Standards by investigating and accumulating literacy materials to effectively align the curriculum and instruction, and to ensure that the students are college and career ready. This will be accomplished through curriculum mapping using the social studies curriculum, and by analyzing the NWEA and CCSS assessments.	We need to find a wider variety of literacy materials to meet the Common Core State Standards requirements of 45% fiction and 55% non-fiction. In addition, since we received a "2" on the <i>Use of Time</i> category, we need to coordinate our curriculum using curriculum mapping to make better use of our time. By coordinating around our chronological social studies/history curriculum, literature, French, fine arts, and health teachers will be able to support these curricular areas when possible.
3	Maintain no more than a 10% student population in Tier 2 RTI. This will be accomplished through tutoring, differentiated instruction, and a variety of interventions, including interventions that recognize and build on positive behavior.	Since our <i>Intervention</i> score is a "2" and our <i>Specialized Support</i> score is a "3", we need to focus our efforts on differentiation to accommodate the varied learning styles of our students, especially the students that require Tier 2 RTI.
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
Increase the percent of students that EXCEED the State Standards (CCSS) on the ISAT in Math by 2.5%.	The percentage of our students that EXCEED on the ISAT in math is 79% compared to the students that EXCEED on the reading ISAT (88.4%). Since our SEF score for Intervention and Assessment are both "2", we need to concentrate our efforts to increase interventions to improve the assessment data. The increased intervention time on the Full Day Schedule will improve both the "2" we scored on Intervention and the Use of Time

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify 4th - 8th grade students who MEET, but do not EXCEED, on the ISAT in Math.	ILT/ Teacher Teams	Other student group	Math Team Leader	Quarter 1			
Primary teachers will identify 1st - 3rd grade students for math intervention through DIBELS, formative assessments, teacher concerns, and Common Core assessments.	ILT/ Teacher Teams	Other student group	Primary Team Leader	Quarter 1			
During the teachers' weekly 75-minute Professional Development time, teachers will develop a plan, which include strategies for each identified child.	ILT/ Teacher Teams	Other student group	ILT Leader	Quarter 1			
Implement individual plans	ILT/ Teacher Teams	Other student group	Math Team	Quarter 2			
Progress monitor intervention students	ILT/ Teacher Teams	Other student group	Math Team Leader/ILT leader	Quarter 2			
Teachers meet to re-assess, revise or continue interventions.	ILT/ Teacher Teams	Other student group	Math Team	Quarter 3			



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
Implement the Common Core State Standards by investigating and accumulating literacy materials to effectively align the curriculum and instruction, and to ensure that the students are college and career ready. This will be accomplished through curriculum mapping using the social studies curriculum, and by analyzing the NWEA and CCSS assessments.	We need to find a wider variety of literacy materials to meet the Common Core State Standards requirements of 45% fiction and 55% non-fiction. In addition, since we received a "2" on the Use of Time category, we need to coordinate our curriculum using curriculum mapping to make better use of our time. By coordinating around our chronological social studies/history curriculum, literature, French, fine arts, and health teachers will be able

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher teams will meet during the summer to begin curriculum mapping based on the social studies curriculum.	ILT/ Teacher Teams	All	Social Studies Team	Summer 2012			
Teacher teams will meet during the summer to continue alignment of Edison's Scope and Sequence to the Common Core State Standards (CCSS).	ILT/ Teacher Teams	All	ILT Leader	Summer 2012			
Based on summer work, teachers will evaluate existing literacy material for use with CCSS.	ILT/ Teacher Teams	All	ILT Leader	Quarter 1			
Teachers will order necessary literacy materials (including fiction and non-fiction) for use with CCSS.	ILT/ Teacher Teams	All	Literacy Lead	Quarter 1			
Using the Beginning of the Year (BOY) DIBELS, NWEA and Common Core Assessments, teachers will meet during weekly professional development time to analyze data and procedures.	ILT/ Teacher Teams	All	Primary literacy teachers	Quarter 2			
Using the Middle of the Year (MOY) DIBELS, NWEA and Common Core Assessments, teachers will meet during weekly professional development time to analyze data and procedures.	ILT/ Teacher Teams	All	Primary literacy teachers	Quarter 3			



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
Maintain no more than a 10% student population in Tier 2 RTI. This will be accomplished through tutoring, differentiated instruction, and a variety of interventions, including interventions that recognize and build on positive behavior.	Since our Intervention score is a "2" and our Specialized Support score is a "3", we need to focus our efforts on differentiation to accommodate the varied learning styles of our students, especially the students that require Tier 2 RTI.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Evaluate data from spring testing (DIBELS, Scantron, ISAT).	ILT/ Teacher Teams	Other student group	ILT Leader	Summer 2012			
Evaluate disciplinary incidences from SY2012	ILT/ Teacher Teams	All	Assistant Principal	Summer 2012			
Solicit teacher recommendations regarding academic and/or behavioral student concerns.	ILT/ Teacher Teams	All	Assistant Principal	Summer 2012			
Decide on necessary Tier 2 interventions based on academic and/or behavioral data and teacher recommendations.	ILT/ Teacher Teams	Other student group	Counselor	Quarter 1			
Identify students who are at-risk for moving into Tier 2 interventions.	ILT/ Teacher Teams	Other student group	Counselor	Quarter 1			
Each at-risk or Tier 2 identified student is assigned a teacher/portfolio manager who will monitor interventions, and make adjustments every six weeks.	ILT/ Teacher Teams	Other student group	Counselor	Quarter 2			
Evaluate and assess students' progress through portfolio analysis. (Portfolio includes projects, homework, and daily classwork).	ILT/ Teacher Teams	Other student group	Counselor/ILT Leader	Quarter 3			
Solicit input from teacher/portfolio managers regarding students' progress.	ILT/ Teacher Teams	Other student group	Counselor/ILT Leader	Quarter 3			



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

Action Plan

Monitoring

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



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