



2012-2014 Continuous Improvement Work Plan

Jacob Beidler Elementary School

Garfield-Humboldt Elementary Network

3151 W Walnut St Chicago, IL 60612

ISBE ID: 150162990252080

School ID: 609797

Oracle ID: 22211



Mission Statement

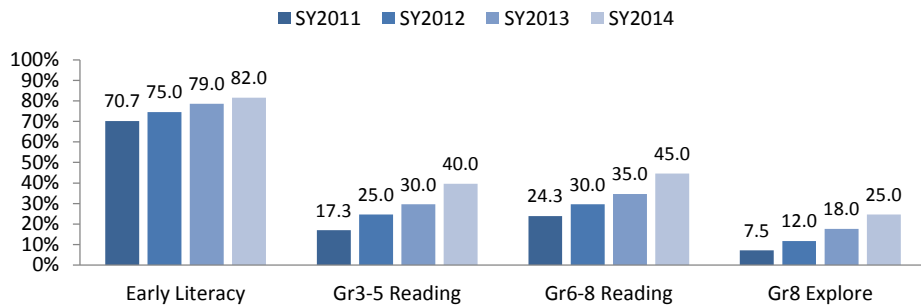
The mission of Beidler School, in collaboration with students, parents, and members of the community at large, is to provide each student with a personalized education in a safe, supportive environment. Our curriculum emphasizes literacy, math, science, technology, critical thinking, and problem solving. We provide enrichment opportunities for students and families, emphasizing Comprehensive Gifted, LRE, fine arts, sports, and technology. We support students' social-emotional development, self-discipline, and teamwork through cooperative learning and team sports. We promote excellence in learning for all students through the integration of literacy and technology across the

Strategic Priorities

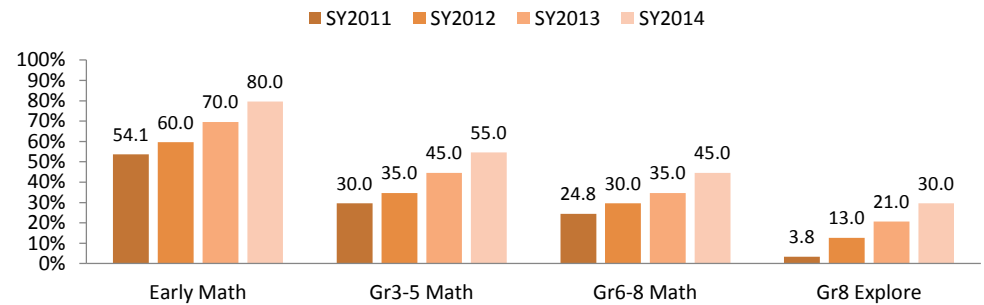
1. Increase student reading and math achievement through improved teacher practice. This is driven by sequenced, targeted high quality professional development with a focus on increasing teacher content knowledge and strategies through adoption of the CCSS for reading.
2. Increase culture and climate of school that will focus on the social emotional development of students
3. Increase school integration of technology in all subjects
4. Increase student achievement in science through teacher practice and instruction according to Il State Standards for science

School Performance Goals

Literacy Performance Goals



Math Performance Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Jacob Beidler Elementary School

### Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Charles Anderson	Principal
Adrienne Porter	Assistant Principal
Nikki Young-Crowder	LSC Member
Ursula Hoskins	Classroom Teacher
Jolene Galpin	Classroom Teacher
Fairrister	Parent/ Guardian
Jesse Hudson	Special Education Faculty
Morris Martin	Support Staff



## Elementary Goal Setting

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

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	70.7	75.0	79.0	82.0		<b>Early Math</b> % of students at Benchmark on mClass	54.1	60.0	70.0	80.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	17.3	25.0	30.0	40.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	30.0	35.0	45.0	55.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	55.4	60.0	65.0	72.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	70.7	75.0	77.0	80.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	24.3	30.0	35.0	45.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	24.8	30.0	35.0	45.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	56.2	62.0	68.0	72.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	50.7	55.0	65.0	72.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	7.5	12.0	18.0	25.0		<b>Explore - Math</b> % of students at college readiness benchmark	3.8	13.0	21.0	30.0



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	95.4	96.0	97.0	97.5					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	0.7	0.6	0.5	0.4

### State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	62.5	66.0	70.0	75.0		<b>ISAT - Reading</b> % of students exceeding state standards	5.1	7.5	12.0	15.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	82.7	85.0	88.0	90.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	14.3	20.0	25.0	35.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	70.7	75.0	82.0	88.0		<b>ISAT - Science</b> % of students exceeding state standards	7.3	12.0	17.0	22.0

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>The school has established clear, measurable goals for student achievement and have communicated the goal targets through teacher, student,, and parent conferences. Additionally, school goals were communicated through use of the automated calling system and teacher/administrator data talks.</p> <p>The school established clear goals, however, goals were not as aggressive and internalize by all teachers, students, and parents in the school</p>	
	<b>Principal Leadership</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<ul style="list-style-type: none"> <li>* Principal has created a professional learning teams for grade-level work where teachers meet bi-weekly to collobrate on a grade-level and vertical alignment basis.</li> <li>* Weekly staff meetings and weekly email updates that promote school vision and outlines best practices. Data drives these discussions and there are formal and informal observations that monitor and drive continuous improvement.</li> <li>*Although the school's culture of college and career readiness through clarity of vision communication is still in progress, 7th and 8th grade students have visited and participated in college tours with DePaul and Northern Universities. Also, they have had presentations from college students about preparing for college and a career.</li> <li>*Also, College and career readiness have been taught to 8th graders in preparation for the EXPLORE exam.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Some teachers have taken on leadership roles with the ILT and grade level team. We created leadership teams for teachers to get involved, however, many have not taken complete advantage of this.</p> <p>All teachers participate in course planning teams.</p> <p>Teacher leaders participate in:</p> <ul style="list-style-type: none"> <li>*ILT</li> <li>*CWIP Team</li> <li>*Curriculum team</li> </ul> <p>Each teacher is encouraged to attend professional development programs</p> <p>The school has tried to get committees to be a part of various committees ie. family liaison, grant writing, and RTI without 100% success.</p> <p>We will continue to work with teachers to provide support and additional feedback, celebration, and incentives for participating in the various committees.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<ul style="list-style-type: none"> <li>*The school's ILT is assembled based on a combination of knowledge and expertise for data decision making. The ILT has been instrumental in the distribution of information and data driven decisions for teachers.</li> <li>The school's ILT works to regular reflect and analyze qualitative and quantitative data to monitor the implementation of the school's plan.</li> <li>*The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus while striving to engage all teacher to reflect upon our progress and increase teacher buy in as well as supervising students, staff and stakeholders to capture the vision.</li> </ul>	
<b>Monitoring and adjusting</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>*Data from assessments is made available to the ILT to drive decision making, to teacher team meetings to inform instructional planning, to individual teachers to provide individual student differentiation and reteaching strategies. Students are also provided assessment data to empower them to own their level of achievement.</li> <li>*Continued work is needed in this area of teacher and students accountability.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>Teachers don't provide rigorous instruction nor do they differentiate according to learning needs. Academic rigor needs to be increased.</p> <p>The curriculum is not academically rigorous. Teacher's have not accepted total accountability for the results--This continues to be a priority for Beidler.</p> <p>The principal and ILT have been working on pushing teachers to utilize data for instruction. There has been some teachers who have incorporated the data for instruction very well.</p>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<ul style="list-style-type: none"> <li>*Each grade level has a set of instructional material aligned with the Illinois State Standards.</li> <li>*Instruction material are supportive for supporting students with disabilities.</li> <li>*Teachers have not utilize instructional material to its fullest to drive instruction, increase classroom rigor and differentiated instruction</li> </ul>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>*School wide data is available to ILT and teacher grade level teams. Data could be better organized for each grade level.</li> <li>*Each grade level uses comprehensive set of assesment. However, not all grade levels use assesments as a way to drive their instruction. Some teachers are resistent to using the data while others did not understand how to incorporate the data into their instruction. PDs were presented to help teachers utilize their data for instruction. However, data availability needs to occur on a more regular time table.</li> <li>*Many accomodations were not used for students with disabilities. Teachers did not fully understand or use modifications techniques for students. For example students with disabilities might have been given less questions on an assignment.</li> <li>*Teachers didn't make accomodations for students with disabilities as required in their IEP.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>1</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Teachers are not clearly communicating with students on standard based learning objectives, directions, and procedures. This is evident through classroom observations. Additionally, some teachers are using high level questioning with students. Few teachers are not asking students to analyze, create, support their ideas for learning.</p> <p>More planning needs to be put into teacher planning and lesson plans. Teacher are not planning properly. Some teachers are not scaffolding instruction to reaching all students. Additionally, some teachers does not use summative / formative instruction to monitor student progress.</p> <p>More work is still needed in this area of changing many teacher's mind set to instruction, planning, incorporating assessments into their planning, and communicating objectives.</p> <p>Biedler is a typical school working to become effective.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Beidler does not have a systematic approach to administering screening assessments to identify students in need of academic intervention.</p> <p>Beidler has been working diligently with teachers to increase and understand differentiating instruction, scaffolding lessons and analyzing data.</p> <p>Teachers struggle with small group instruction interventions because they are many times focused on whole group instruction.</p> <p>The ILT will continue to monitor results of interventions and individual teacher data for discussion and creating strategies during teacher team meetings.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Beidler has worked to create a year long focus plan for the entire staff. PD will be aligned to incorporating data analysis to drive instruction.</p> <p>Our school wide efforts continue in empowering, impacting, and charging our teachers to collaborate, coach, and understand data.</p> <p>More is needed in the area of coaching and data analysis.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teachers met weekly with their grade-level teams. During teacher team meetings teachers discuss data, student interventions.</p> <p>A greater emphasis should be placed in the areas of:            *data driving instruction            *Collaboration            *Creating a ownership for student's learning</p> <p>Teachers meet regularly with a prepared agendas for teacher meetings and collaboration.</p> <p>Teacher collaboration has increased.</p>	
	<b>Instructional coaching</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Teachers receive regular feedback and are provided support and individual growth. We will identify and categorize teachers who need additional support in instruction and or classroom management</p> <p>Teachers are encouraged to attend external PDs to increase their personal growth.</p> <p>Beidler needs to start peer coaching and cross classroom visitation next year.</p>	

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Because college and career awareness is new to Beidler Elementary, few staff members have reinforced high expectations for all students to aspire to college and career ready standards.</p> <p>Beidler will focus on college and career awareness college visits, EXPLORE test, creating college day, and others.</p>	
	<b>Relationships</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>Most students have an adult who unofficially connects with an adult in the building who advocates for them.</p> <p>Our goal for next year is to have a formal way of assigning students to staff members to serve as their advocate. This would be a way to build school relationships and decrease student discipline.</p> <p>In many instances the school must work on incorporating the home life of the student and culture without sympathy for the students, but as a means of challenging the students academically.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>The discipline has been communicated to all staff and students. Some behavior issues that Beidler has encountered were adult issues versus student issues.</p> <p>Strides have be made to create a safe and inviting learning climate to the building. This is evident by posters, additional parent communications and providing opportunites for student connection.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Principal uses email, voicemail, mailers, and open houses to provide parents with clear information on the school's performance, goals and vision. Information is given to parents and students to provide them with strategies to decrease the achievement gap. Parent workshops will aid in bridging the gap between school and home.</p> <p>Teachers are not providing consistent clear information for all families of student's expected data. In the future, teachers must make sure that students are aware of their targeted and academic goals.</p>	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p>Teachers have engaged in many ongoing conversations with parent and families so that they know how their child is academically performing. teachers have more parental conversations with discipline students versus students that are doing well and need to be challenged. Teachers will be encouraged to have more academic conversation versa negative.</p>	
<b>Bonding</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>Beidler has established a non threatening, welcoming environment with the principal empowering parents to communicate and participate in as many events as possible.</p> <p>We have many parents that have become a part of student activities this year. The goal is to keep parents involved by using events as Real Men Read, Father/Son Tournaments, and daughter days, etc.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>This is an area that must receive attention for next year. Beidler currently provides required services to students within the building typical hours.</p> <p>Better accommodations can be made for specialized support.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<p>Early exposure to college and career choices are very important. Students will be given more time through counselor on career choices.</p>	
<b>Academic Planning</b> ----->			<b>1</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>Early exposure to college and career choices are very important. Students will be given more time through counselor on career choices.</p> <p>College visits are also a part of the planning for next year.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<p>Beidler ensure equitable exposure for student's extracurricular activities. More activities are needed to continue change the culture.</p>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>Students have not participated in college and career ready assessments, however this area will be provided by the counselor next year.</p> <p>The EXPLORE Exam will be a focus throughout the year for the connection with college acceptance.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	N/A	
	<b>Transitions</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<p>We are working on effective transitions by having each grade level meet with the next grade level and parents.</p> <p>We are looking to have classes that focus on students social and emotional needs.</p>	



### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>1</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>Beidler allocates discretionary spending to align identified needs and strategic priorities.</p> <p>The school must seek outside funding through grants and community partnerships.</p> <p>the focus of the resources is for students achievement and academic growth, social emotional development.</p>		
	<b>Building a Team</b> ----->				<b>2</b>
<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Building a team begins as vacancies are anticipated. Staff members are a part of the interviewing team. There is a staff representative from each grade level who assess the school's needs and work will hard to match them to that of available candidates.</p> <p>There is a multistep process for hiring. The interview team sets up interview next they are given a tour of building, they will then teach a lesson (mock). Finally they interview with the administration.</p>			
<b>Use of Time</b> ----->				<b>1</b>	
<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>Once again there needs to be a better fit for students based on their schedule to ensure they are learning.</p> <p>Collaboration with teachers is key to the succes of student growth.</p>			

Date Stamp November 22, 2012



### Mission & Strategic Priorities

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

### Mission Statement

The mission of Beidler School, in collaboration with students, parents, and members of the community at large, is to provide each student with a personalized education in a safe, supportive environment. Our curriculum emphasizes literacy, math, science, technology, critical thinking, and problem solving. We provide enrichment opportunities for students and families, emphasizing Comprehensive Gifted, LRE, fine arts, sports, and technology. We support students' social-emotional development, self-discipline, and teamwork through cooperative learning and team sports. We promote excellence in learning for all students through the integration of literacy and technology across the

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase student reading and math achievement through improved teacher practice. This is driven by sequenced, targeted high quality professional development with a focus on increasing teacher content knowledge and strategies through adoption of the CCSS for reading.	Reading is determined as a priority because of low performance in student reading from 2011-12 reading scores. Math is determined as a priority because of student's math performance at determined by ISAT and SCANTRON scores
2	Increase culture and climate of school that will focus on the social emotional development of students	To offer activities that allow students to join and become invested into the school. Students invested in the school will bring commitment from students, create less discipline issues, and open the door for increased parental involvement. Parental involvement will reduce discipline, poor attendance, and they will become a part of the volunteer program for breakfast, lunch, recess and proctoring.
3	Increase school integration of technology in all subjects	Integrating technology into the classroom will enhance student learning and add additional modalities for learning. Also, students will be equipped to take computer assessments, and students will be able to increase their reading through programs such as ACHIEVE3000, Study Island, etc.
4	Increase student achievement in science through teacher practice and instruction according to Il State Standards for science	Science is a priority as trends shown growth attention needs to made to reach expected gains.
5		

Strategic Priority 1							
Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development for implementaing Common Core aligned Instruction in reading areas that emphasizes literacy.	Professional Development	All	Principal/ ILT	Summer 2012	Quarter 1		
Provide professional Development to empower teachers to incorporate differentiated instruction to meet the needs of the variety of learning styles and ability levels, including students with disabilities	Professional Development	All	Principal/ ILT	Summer 2012	Quarter 2		
Assess current instructional materials for all content areas to determine alignment with Common Core Standards.	Instructional Materials	All	Principal/ ILT	Summer 2012	Quarter 1		
Continue implementation of interim assessments (ARS17, AMAT, DIBiels, Mclass, NWEA, EXPLOE), with teacher team and individual teacher level support data analysis.	Instruction	All	Principal/ ILT	Quarter 1	Quarter 4		
Provide after school and Saturday instructional programs aligned with Common Core and College Readiness Standards to give every students the opportunity to achieve at the maximum levels possible on EXPLORE assessmeents. The instructional programs will be SES, EXPLORE, and ISAT preparations.	After School/ Extended Day	all	Principal	Quarter 1	quarter 4		
Increase capacity to provide additional oppourtinites for students to access rigor and college readiness through providing teachers professional development.	Professional Development		Principal / teachers	Quarter 1	Quarter 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
Increase culture and climate of school that will focus on the social emotional development of students	To offer activities that allow students to join and become invested into the school. Students invested in the school will bring commitment from students, create less discipline issues, and open the door for increased parental involvement. Parental involvement will reduce discipline, poor attendance, and they will become a part of the volunteer program for breakfast, lunch, recess and proctoring.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop plan for promoting attendance in school	Parental Involvement	All	Principal	Summer 2012	Summer 2012		
Survey Parents on attendance incentives	Parental Involvement	All	Principal	Quarter 1	Quarter 1		
Create monthly newsletter	Parental Involvement	all	Principal	Quarter 1	Quarter 4		
Update school website to include homework portal	Parental Involvement	All	Principial	Quarter 1	Quarter 1		
Develop functioning PTA/PAC	Parental Involvement	all	principal	Quarter 1	Quarter 1		
Weekly Market Day	Parental Involvement	all	principal / LSC	Summer 2012	Quarter 4		
Create volunteer program	Parental Involvement	all	Principal	Summer 2012	Quarter 1		
Develop graphic data collection charts to document student efforts at home; Parent call chart time that their children spend on homework or related activities.	Parental Involvement	all	Principal/ LSC	Summer 2012	Quarter 4		
Develop classes for parents, ie, GED, technology, and healthy eating	Parental Involvement	all	principal / LSC	Summer 2012	Quarter 4		
Create parent night for all athletic events	Parental Involvement	All	Athletic Director	Summer 2012	Quarter 4		
Hold meeting to discuss data and oppourtunities for parents to assist their students	Instruction	All	Teachers	Quarter 1	Quarter 4		
Develop an activity rush (this will be where students can sign up for various activities to get involved in to create an investment to the school	After School/ Extended Day	All	Athletic Director	Quarter 1	quarter 4		



**Strategic Priority 2**

Offer classes during prep time for students to discuss college and career readiness through the counselor	After School/ Extended Day	all	Counselor	Quarter 1	Quarter 4		



### 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
Increase school integration of technology in all subjects	Integrating technology into the classroom will enhance student learning and add additional modalities for learning. Also, students will be equipped to take computer assessments, and students will be able to increase their reading through programs such as ACHIEVE3000, Study Island, etc.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Investigate and research math software	Instructional Materials	All	Prinicpal / ILT	Summer 2012	Quarter 1		
Provide professional development for implementing technological content knowledge aligned with Common Core instruction	Professional Development	All	Principal	Summer 2012	Quarter 1		
Provide professional development for teachers on how to use software and technology tools to include planning and assessments	Professional Development	All	Principal	Quarter 1			
Upgrading software in the school	Equipment/ Technology	All	Asst. Principal	Summer 2012	Quarter 1		
Provide curriculum integration with the use of technology to enhance the learning in a content area or multidisciplinary; planning to assessment	Professional Development	All	Principal	Quarter 1	Quarter 1		
Utilize technology to allow student to use programs such as ACHIEVE3000, Study Island, Eggs, etc.	After School/ Extended Day	All	Teacher	Quarter 1	Quarter 4		
Provide staff coverage for computer to lab to insure that all students have computer time as a prep to enforce usage of computer programs (ACHIEVE3000, Study Island, Eggs, etc).	Staffing	All	Principal	Summer 2012	quarter 4		



**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
Increase student achievement in science through teacher practice and instruction according to II State Standards for science	Science is a priority as trends shown growth attention needs to made to reach expected gains.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase capacity to provide additional opportunities for students to access rigor and college readiness through providing teachers professional development.	Professional Development		Principal / teachers	Quarter 1	Quarter 1		
All teacher participate in professional developments on differentiating instruction, small group instruction, and classroom rigor.	Professional Development	All	principal/ Teachers	Quarter 1	Quarter 4		
Teachers will analyze data from assessments to determine and drive further instruction	Instruction	All	Teachers	Quarter 1	Quarter 1		
Students will be given data charts to monitor and master responsibility for their learning	Other	All	Students	Quarter 1	Quarter 4		
Provide professional Development to empower teachers to incorporate differentiated instruction to meet the needs of the variety of learning styles and ability levels, including students with disabilities	Professional Development	All	Principal/ ILT	Summer 2012	Quarter 4		
Continue implementation of interim assessments (ASA, NWEA, ISAT, ARS17, AMAT, etc.), with teacher team and individual teacher level support data analysis to identify target skills and standards for reteaching in order to meet student growth and achievement goals and includes the provision of appropriate accommodations and modifications for students with disabilities.	Instruction	All	Principal/ ILT	Quarter 1	Quarter 4		



**Strategic Priority 4**

Provide after school and Saturday instructional programs aligned with Science and College Readiness Standards to give every students the opportunity to achieve at the maximum levels possible on EXPLORE assessments	After School/ Extended Day	all	Principal	Quarter 1	quarter 4		
Increase capacity to provide additional opportunities for students to access rigor and college readiness through providing teachers professional development.	Professional Development		Principal / teachers	Quarter 1	Quarter 4		
Increase students knowledge of college careers that are attached to math and science. Provide exposure through speakers, college visits, and tours.	After School/ Extended Day	All	Science Teacher	Quarter 1	quarter 4		



### Strategic Priority 5

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

Strategic Priority Description	Rationale

**Action Plan**
**Monitoring**

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