Daniel Boone Elementary School

Ravenswood-Ridge Elementary Network

6710 N Washtenaw Ave Chicago, IL 60645

ISBE ID: 150162990252089

School ID: 609804

Oracle ID: 22271

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Daniel Boone Elementary School fosters a diverse community united by academic excellence, creative expression, intellectual curiosity, social responsibility and world citizenship. We prepare our students to be college and career ready through delivering high quality instruction, integrating the fine and performing arts, incorporating technology, developing cross cultural appreciation, implementing the Common Core State Standards, promoting social, emotional, and physical wellness, and providing differentiated instruction.
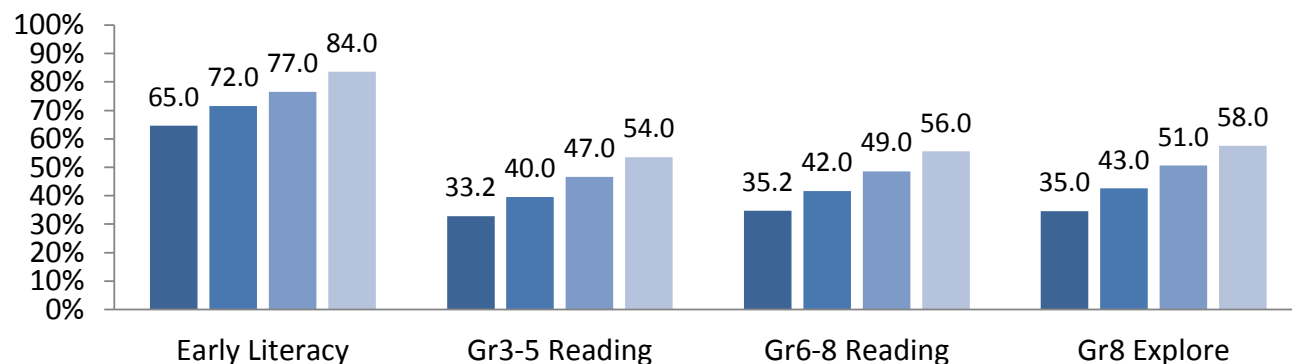
Strategic Priorities

1. Teachers develop and deliver clear, challenging and engaging core instruction, aligned with the Common Core State Standards in reading and math, and the Illinois Learning Standards in all other content areas to improve students communication and problem solving skills necessary for them to be college and career ready.

2. Students identified on beginning of the year screeners and assessed quarterly will receive targeted instruction (accelerated/intervention) in reading and math from classroom teachers and resource specialists through a daily differentiation learning block, newcomer center for English language learners and extended learning

3. The school community fosters the social, emotional, and physical wellness of students and families through implementation of the health & fitness curriculum, recess facilitation, social emotional learning curricula (SEL standards, Calm Classroom, Champs, Communication Lab), parent workshops, and the Boone Community

4. Provide high quality fine and performing arts instruction in visual arts, music, dance and theater through a daily enrichment block, partnerships with arts organizations such as the Joffrey and Art Institute, through multi-sensory arts integration in all content areas, and Boone Community School out-of-school time arts

5. Develop family and community engagement by increasing and deepening teacher/parent communication, strengthening authentic opportunities for parent participation in school events, and improving family programs through Boone's Community School.
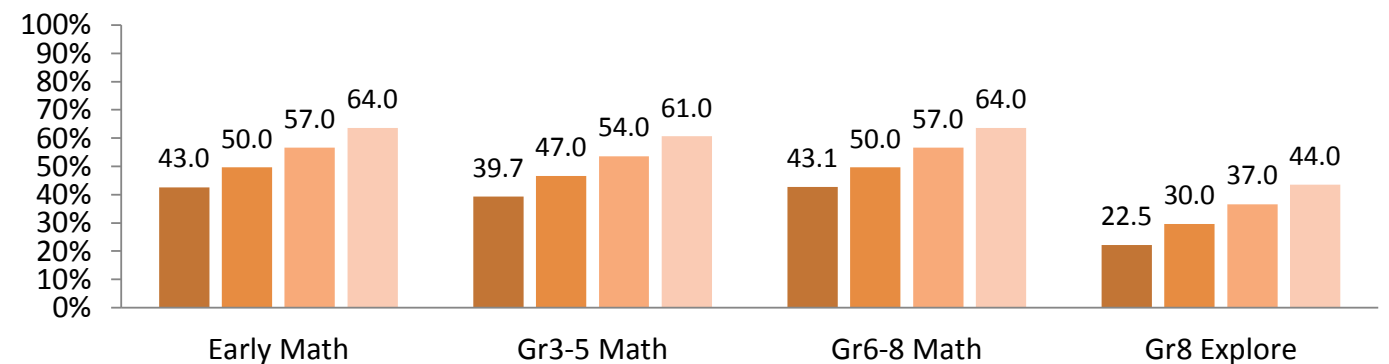
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Literacy	Gr3-5 Reading	Gr6-8 Reading	Gr8 Explore
SY2011	65.0	33.2	35.2	35.0
SY2012	72.0	40.0	42.0	43.0
SY2013	77.0	47.0	49.0	51.0
SY2014	84.0	54.0	56.0	58.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	Early Math	Gr3-5 Math	Gr6-8 Math	Gr8 Explore
SY2011	43.0	39.7	43.1	22.5
SY2012	50.0	47.0	50.0	30.0
SY2013	57.0	54.0	57.0	37.0
SY2014	64.0	61.0	64.0	44.0

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:	Daniel Boone 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
Maria Santiago-Pfeifer	Principal
Dixie L. Rouleau	Assistant Principal
Marion Nardi	Counselor/Case Manager
Talyia Riemer	Classroom Teacher
Anna Morris	Classroom Teacher
Julie Rowe	Special Education Faculty
Cheryl Janusz	Special Education Faculty
Vlada Polin	ELL Teacher
Gail Locke	Classroom Teacher
Kathleen McKune	Support Staff
Savitha Kowligy	Community Member
Manuela Marinkovic	LSC Member

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	65.0	72.0	77.0	84.0		**Early Math** % of students at Benchmark on mClass	43.0	50.0	57.0	64.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.2	40.0	47.0	54.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	39.7	47.0	54.0	61.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.4	62.0	69.0	76.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	61.8	69.0	76.0	83.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	35.2	42.0	49.0	56.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	43.1	50.0	57.0	64.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	42.3	49.0	56.0	63.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	56.3	63.0	70.0	77.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	35.0	43.0	51.0	58.0		**Explore - Math** % of students at college readiness benchmark	22.5	30.0	37.0	44.0

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.5	97.5	98.5		**Misconducts** Rate of Misconducts (any) per 100	10.5	10.0	9.5	9.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	74.0	80.0	86.0	92.0		**ISAT - Reading** % of students exceeding state standards	17.6	26.0	30.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	81.4	86.0	91.0	95.0		**ISAT - Mathematics** % of students exceeding state standards	22.0	30.0	34.0	38.0
ISAT - Science % of students meeting or exceeding state standards	69.6	74.0	79.0	84.0		**ISAT - Science** % of students exceeding state standards	14.9	20.0	25.0	30.0

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
	Goals and theory of action	--->		**4**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Boone's theory of action is to improve student problem solving and communication. This is well-established throughout the school with a strategic plan that outlines the school's priorities derived from the analysis of the ISAT extended response data for math explanation. Less than 6% of Boone students scored in the exceeds range on math explanation in ISAT 2011. Our goal is to increase this by 3% for ISAT 2012. The key levers are implementing the CCSS, developing effective questioning and differentiated instruction.	
	Principal Leadership	--->		**4**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The principal develops the professional learning community through classroom observations and one-on-one conferences focused on the Danielson, "Framework for Teaching," collaborating with Instructional Leadership Team in conducting instructional classroom observations with in-house P.I.L.O.T (Peers Interacting, Learning, Observing and Teaching), providing staff development on identified areas of individual or collective need, such as aligning the curriculum with the common core state standards, incorporating social emotional learning standards into lesson planning and developing teacher expertise in technology integration. The principal establishes and nurtures a culture of college and career readiness through the development of the Boone Community School, which offers courses for children, youth, and adults, and offering before and after school tutoring for students needing interventions or accelerated learning.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		-->	**4**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Boone has a practice of distributed leadership. Of the 45 teachers at Boone over half demonstrate their investment in the school through leadership on one or more of the following committees: CIWP, ILT, Grade Level Team Lead, Expressive Arts Cycle Team Leaders, Bilingual/ESL Cycle Team Leaders, Special Education Cycle Team Leaders, RtI Team, Social Committee, SIPAAA/CWIP Team, Union Representative, Pension Board Representative, LSC Teacher Representatives and grant writers. Teacher leadership could be increased through the re-establishment of the Operations Committee, Literacy Committee, and new Fund-Raising Committee.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**4**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The school's ILT is composed of at least one teacher leader from each grade level, Expressive Arts Team, Bilingual/ESL Cycle, SpEd Cycle, RtI Team, Counselor, and administrative team. Each grade level or cycle elects on teacher leader to represent them on the ILT. This teacher-leader brings information from the ILT to the grade level and vice versa, regular two-way comunication is ensured. In this way all staff participate in decision-making. The ILT engages in regular reflection on high quality instruction and conducts quarterly peer classroom observations using the in-house P.I.L.O.T. tool that include all members of the staff at least once a year. Boone has a separate Operations Leadership team with teacher and ESP representatives from each grade span or cycle. In this way ILT discussions are focused on academics and instructional goals.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Teachers progress monitor students in tier 2 and tier 3 weekly. Teachers meet weekly as a team to analyze data, plan lessons and units, and align the current curriculum with CCSS. Special attention has been given to the math curriculum in relation to our school wide problem of practice - student communication and problem solving.	

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Typical School	Effective School	Evidence	Evaluation
Curriculum	-->		**2**
• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Each grade level team is in the process of adjusting their year-long scope and sequence to align with the Common Core State Standards in reading and math. Grade level and course teams have already aligned their curriculum in science, social science, physical education, art, music, dance, and theatre to the Illinois Learning Standards. Grade levels use many common units of instruction based on our core reading, math, science and social science curriculum. The texts we use expose all our students to complexity, but we continue to enhance the rigor of our instruction through texts with questioning.	
Instructional materials	-->		**3**
• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Grade level teams report that the following instructional materials aligned with standards are working well: Math Trailbazers, Connected Math program, literature-based reading instruction, Storytown leveled readers for guided reading, Reading A-Z, Science A-Z, Foss Science, Scholastic News for non-fiction reading, History of US and Facing History, Facing Ourselves for social studies. Lucy Calkins Writer's Workshop, regular teaching of writing using the writing process and writing workshop approaches. Write Source books are effective when used as a supplement for teaching specific	

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.

DIMENSION 2: Core Instruction

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School-wide, teacher team and classroom data is available for DIBELS, TRC, mClass math, ScanTron reading and math benchmarks, the annual ISAT results, and 8th grade Explore. English language learners are screened using the WIDA proficiency exam and assessed annually with the ACCESS. Grades 2-8 took the fall CCSS benchmarks and grades 2 and 3 took the spring CCSS benchmarks. Grades K-5 give common quarterly assessments and meet weekly to examine student work, such as extended response for math problem solving. Grades 6-8 meet across-grade levels for content and alignment on PD days and to analyze assessment data.	

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Each teacher communicates the lesson's objectives in student-firendly language. Questioning is a focus area in our theory of action that we are continually improving. We are promote higher level, critical thinking skills in why and how questions. The scope and sequence is determined by grade level teams to reflect local needs as well as state standard expectations. We as a team all use formative assessments to monitor student progress and guide instruction. Boone teachers strive to continuously improve the degree of differentiation provided for all students, especially those with disabilities and our ELLs.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. Boone is in need of a systematic approach to providing interventions and monitoring student progress while receiving interventions. Resource specialists are needed to improve the spectrum of invervention services we offer, such as provide push-in support, one on one support and addtional support outside the classroom. School-wide purchase of AIMS web or similar monitoring tool is also needed.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	School has had a year-long focused plan for whole staff professional development on providing students supports in the LRE (Least Restrictive Environment), developing students social emotional learning, becoming familiar with the Common Core State Standards, and integrating arts and technology into daily instructional practices. Methods for continually monitoring the effectiveness and the relevance of professional development are process of being created.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers collaborate once a week during their common preparation period and informally through e-mail, as well as before and after school. The Expressive Arts team collaborates horizontally throughout the school year, creating meaningful connections for our students and designing interesting final performances for the end of each semester. During staff development days school-wide cross-grade or departmental discussions are held. Teams are inclusive of special education and bilingual/ESL teachers. Meetings are facilitiated by an ILT teacher leader. Ownership in ensured through the collaborative decision-making and goal setting amongst the faculty. Professional development on protocols , such as the consultancy model, would strengthen grade level and cycle team collaboration.	
	Instructional coaching	-->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	New teachers are coached by their grade level or cycle team members. In collaboration with the principal, teachers receive professional development tailored to their individual needs. Professional development includes outside conferences, peer observation, peer modeling of lessons, and extended day collaboration with in-house experts. Working to ensure that teachers receive quality, timely feedback from their coaching peers and incorporating new teachers in cross classroom visitation are areas where improvement is needed.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* -->			**4**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Every staff member reinforces school expectations for all students to aspire to college and career-ready standards through implementing rigorous curriculum. In addition, each sixth grade student participates in a unit study on careers and develops an individual future plan. Seventh and eighth grade students receive individual career planning through the counselor, who also organizes an extensive high school fair each year. Seventh and eighth grade students choose a year-round elective in dance, theatre, guitar or visual arts, opening up opportunities for	
	Relationships -->			**4**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	We spend time in developing healthy, positive classroom communities through classroom morning meetings, Communication Lab, CHAMPS, and Calm Classroom. All students including special education students and ELL students are included in Expressive Arts classes. We integrate bilingual and special education students to foster positive social skills and to help ELLs develop their English language proficiency. We also host an annual International Night to celebrate cultural diversity. These practices foster the value of cultural diversity, promote acceptance, and honor each others' unique contributions to the community. Over half of the teaching staff offer students before or after school tutoring and enrichment activities. Our staff also develop	
	Behavior& Safety -->			**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	The Boone School community establishes and maintains a safe, welcoming school environment. Our staff received training in the Communication Lab in primary and CHAMPS school-wide to establish school-wide discipline norms for positive behavior. Teachers who have not been trained may receive training in the CHAMPS program during the summer of 2012 through OSES. We plan to continue this professional development next year. In the fall each student and family is given the CPS Student Code of Conduct. An overview of the code is given during one of the first	

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**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Parents receive information on school performance at the annual NCLB Parent Advisory Committee meeting and meet throughout the year sharing their thoughts for school improvement. During the Fall Open House each teacher/grade level sends home an introduction packet that includes grade level expectations, learning objectives, curriculum, and "survival guide". The family fitness program COME--Community Outreach Muscle Engagement has grown from one to several families this year. Boone School hosts a "Kindergarten Round-Up" before school opens in the fall, "Move-up to First Grade Celebration" at the end-of-the kindergarten year, first and second semester awards assemblies and parent teacher conferences for 7th/8th students to create successful transitions for students to the next grade level, or	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers and other school staff engage in ongoing, two-way communication with families through student-parent-teacher-administrator conferences, events such as Family Morning for parents of primary students, meetings of the NCLB PAC, BAC, and the monthly Coffee, Tea .... Conversation with the principal, assistant principal, and LSC Chair.	
	Bonding	-->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	School staff provide frequent opportunities for families and community members to participate in authentic and engaging activities in the school community such as: family curriculum nights (literacy, math, science), 1st - 8th science fairs, 7th-8th history fair, 6th career and future fair, multi-grade winter and spring theater productions, Expressive Arts Student Showcase, Talent Show, International Show, African American History Assemby, DancExtravaganza, Kindergarten Mothers' Day Teas, classroom plays, poetry readings, and writer's workshop celebrations, monthly family mornings where parents of students in the primary grades can observe classrooms, and parents participate in the meetings	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School staff support families in need through collaboration with resettlement agencies for our large refugee population, connection with Jewish Children and Family Services for our students who are wards of the state housed in two homes in our attendance area, and collaboration with family counseling agencies.	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Information about college and career choices is provided to 6th, 7th, and 8th graders. In sixth grade this information is generated through an in-depth unit of study (The Future Fair), integrating social studies, language arts and research skills. While engaged in this unit of study, students complete interest inventories that help	
Academic Planning	-->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The school provides a rigorous academic curriculum and the counselor provides career counseling for classrooms and community service hours for Boone alumni (high students). The culminating event of the Future Fair Unit is a career ambition speech contest for which students prepare visual representations of the path they will take to reach and achieve their career aspiration. Coupled with this visual representation of their career goal, each student writes and presents a speech, in which they specifically articulate their chosen career field, the reason behind their choice, the training/educaton they will need in order to achieve their goal,	
Enrichment & Extracurricular Engagement	-->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	The Boone Community School provides a wide range of extracurricular and enrichment opportunities to nurture the talents and interests of our students and their families. These include "Girls in the Game", a year-round sports program for girls that	

Left vertical label: 6: College and Career Readiness Supports

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	***College & Career Assessments***	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The 8th grade students participate in the Explore career interest survey.Through Boone's 6th grade Career Day and Future Fair, students begin an early understanding of the college and career application and admission process. The Counselor provides an annual high school fair for 7th/8th grade students to become	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.		
	Transitions	-->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Classroom teachers provide students with education packets for the summer, including summer reading lists/tips. Boone School hosts a "Kindergarten Round-Up" before school opens in the fall, "Move-up to First Grade Celebration" at the end-of-the kindergarten year, first and second semester awards assesmblies and parent teacher conferences for 7th/8th students to create successful transitions for students to the next grade level, or high school. 8th grade students participate in high school investigation day.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		**4**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	School allocates discretionary spending to identify and provide resources to fill gaps in the curriculum, to reduce class size, support bilingual/ESL refugee students in English language instruction, provide fine and performing arts enrichment opportunties, provide paraprofessional support for students in kindergarten and for native language support. Administrative team and teaching staff develop and maintain external partnerships--Joffrey Ballet, Art Institute, Changing Worlds, write and receive grants from Oppenheimer, Chicago Foundation for Education, internal iPad grant, Target, and Donor's Choose.	
	Building a Team	-->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Teachers participate on interview teams for new hires who will be working with them in their grade level or cycle. Boone has a multi-step hiring process, which includes resume review, invitation to complete on-line survey, and first and second candidate interviews. School actively works to build a pool of potential staff members through mentoring student teachers from several area universities.	
	Use of Time	-->		**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The school master schedule provides each grade level team and Expressive Arts (specials) team with a common preparation period. Multi-grade resource teachers are included in a common preparation period for one of the grade levels that they collaborate with. Scheduling for next year will be improved by having a 45 minute intervention/acceleration block the last period of the day and by creating a performance day schedule with two models - 60 minutes and 45 minutes which both coordinate with the master schedule.	

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

Daniel Boone Elementary School fosters a diverse community united by academic excellence, creative expression, intellectual curiosity, social responsibility and world citizenship. We prepare our students to be college and career ready through delivering high quality instruction, integrating the fine and performing arts, incorporating technology, developing cross cultural appreciation, implementing the Common Core State Standards, promoting social, emotional, and physical wellness, and providing differentiated instruction.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers develop and deliver clear, challenging and engaging core instruction, aligned with the Common Core State Standards in reading and math, and the Illinois Learning Standards in all other content areas to improve students communication and problem solving skills necessary for them to be college and career ready. Teachers and students utilize cutting-edge technology to enhance learning experiences in the classroom.	Our school's identified area of need is in developing student communication and problem solving skills, as measured by oral and written performance tasks on the ISAT extended response. By redesigning and developing common core aligned units that incorporate the use of universal design principles and grade-appropriate complex informational texts we ensure ambitious instruction and continued progress for our students in communication and problem solving across all content areas.
2	Students identified on beginning of the year screeners and assessed quarterly will receive targeted instruction (accelerated/intervention) in reading and math from classroom teachers and resource specialists through a daily differentiation learning block, newcomer center for English language learners and extended learning opportunities through the Boone Community School.	By improving our acceleration and intervention instruction for students we ensure that all students are able meet their growth targets in reading and math. 2011 ScanTron data show that 49% of our students are meeting their growth targets in reading and 59% in math. 41% of Boone's student population are English language learners, many on refugee status without previous schooling. 57.5% of Boone's ELLs meet or exceed standards in reading and 70.8% M/E standards in math. Comparing math and reading ELL student performance makes it clear that the students need intensive language training in English to bring up reading results on standardized tests.
3	The school community fosters the social, emotional, and physical wellness of students and families through implementation of the health & fitness curriculum, recess facilitation, social emotional learning curricula (SEL standards, Calm Classroom, Champs, Communication Lab), parent workshops, and the Boone Community School programs.	In the Boone 2011 School Progress Report survey data gave Boone an average rating (47 CPS comparison score) for parents reporting the school as safe, demanding and supportive, and an average rating (52 CPS comparison score) for students reporting feeling safe. By improving our implementation of SEL standards and out-of-school- time programing we ensure all students will feel safe and supported at school.

4	Provide high quality fine and performing arts instruction in visual arts, music, dance and theater through a daily enrichment block, partnerships with arts organizations such as the Joffrey and Art Institute, through multi-sensory arts integration in all content areas, and Boone Community School out-of-school time arts courses.	The USDoE Arts reports in their April 2012 study that nationwide there is an equity gap in arts education for affluent and high poverty schools such as Boone (90.4% low income). By developing and securing partnerships with arts organizations and providing daily arts instruction, we ensure equity in access to fine and performing arts careers for Boone students.
5	Develop family and community engagement by increasing and deepening teacher/parent communication, strengthening authentic opportunities for parent participation in school events, and improving family programs through Boone's Community School.	In the Boone 2011 School Progress Report 50% of parents reported feeling engaged and involved with the school and 49% felt satisfied with the school's environment. By focusing efforts on increasing the quanity and quality of home-school communication and programming, we ensure that all parents feel a deep connection to their children's school and learning experiences.

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
Teachers develop and deliver clear, challenging and engaging core instruction, aligned with the Common Core State Standards in reading and math, and the Illinois Learning Standards in all other content areas to improve students communication and problem solving skills necessary for them to be college and career ready. Teachers and students utilize cutting-edge technology to enhance learning experiences in the classroom.	Our school's identified area of need is in developing student communication and problem solving skills, as measured by oral and written performance tasks on the ISAT extended response. By redesigning and developing common core aligned units that incorporate the use of universal design principles and grade-appropriate complex informational texts we ensure ambitious instruction and continued progress for our

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher development of units aligned with CCSS. Allocate teacher extended day for collaboration and professional development.	Instruction	All		Quarter 1			
Improve literacy achievement for all students including SWDs and ELLs through a balanced ,cross-disciplinary literacy program which integrates the fine arts and technology aligned to CCSS. Provide for classroom libraries, increase non-fiction collections. Replacement novels and texts.	Instruction	All		Quarter 1			Instructional Materials- College/Career Ready Fund - $12,000
Improve math achievement for all students including SWDs and ELLS through implementing research-based, hands-on, inquiry-based mathematics program which incorporates CCSS Mathematical Practices and integrates the fine arts and technology.	Instruction	All		Summer 2012			Instructional Materials- College/Career Ready Fund - $10,000
Improve science achievement through engaging students in hands-on, inquiry based learning experiences with FOSS and SEPUP, minimizing gaps and overlaps in the content alignment with ISAT.	Instruction	All		Quarter 1			Instructional Materials- College/Career Ready Fund - $2,200
Provide subscriptions for non-fiction magazines	Instruction	All		Quarter 1			SGSA - $6000.00
	Instruction	All		Summer 2012			
Develop social science units incorporating literacy skills in reading non-fiction texts, developing expository writing expertise, and integrating the fine arts and technology.	Instruction	All		Summer 2013			Instructional Materials- College/Career Ready Fund - $2,000
Provide middle school science/social studies teacher	Staffing	All		Quarter 1			SGSA - 225 - $70,694
Provide two reduced class size teachers for intermediate grades	Staffing	Other student group		Quarter 1			NCLB - 332 - $105,250 SGSA - 225 - $114,721

Strategic Priority 1

Provide science/social studies teacher for middle grades	Staffing	Other student group		Quarter 1			SGSA - 225 - $70,694
Provide bilingual Spanish teacher assistant for kindergarten classes	Staffing	Other student group		Quarter 1			NCLB - 332 - $43,560
Provide teacher assistant for kindergarten classes	Staffing	Other student group		Quarter 1			NCLB - 332- $41,803
Provide cutting-edge technology equipment for teachers and students in the classroom, such as netbooks, document cameras, mobis, iPads, and DVD players.	Equipment/ Technology	All		Quarter 1			SGSA - 225 - $6,222,
Provide software to support the integration of technology into the academic instructional program , E-Board and MyACCESS - computer adaptive writing program.	Equipment/ Technology	All		Quarter 1			SGSA - 225 - $2700
Provide school newspaper and yearbook after school club.	After School/ Extended Day	All		Quarter 1			SGSA - 225 - $1200 ESP extended day
Provide professional non-teaching technology coordinator to support teacher and student use of computer lab for integrating technology into instruction.	Staffing	All		Quarter 1			SGSA - 225 - $78,535
Network Support: Tech XL	Equipment/ Technology	All		Quarter 1			SGSA - 225 - TechXL - $1992 NCLB - 332 - TechXL - $1992
Provide instructional materials, supplies and furniture to the Pre-K program.	Instruction	All		Quarter 1			SGSA -225- $2000
Provide fees for student educational field trips.	Instruction	All		Quarter 1			SGSA - 225 - $500
Provide transportation for student educational field trips.	Instruction	All		Quarter 1			NCLB-332- $1015 SGSA - 225 - $500

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
Students identified on beginning of the year screeners and assessed quarterly will receive targeted instruction (accelerated/intervention) in reading and math from classroom teachers and resource specialists through a daily differentiation learning block, newcomer center for English language learners and extended learning opportunities through the Boone Community School.	By improving our acceleration and intervention instruction for students we ensure that all students are able meet their growth targets in reading and math. 2011 ScanTron data show that 49% of our students are meeting their growth targets in reading and 59% in math. 41% of Boone's student population are English language learners, many on refugee status without previous schooling. 57.5% of Boone's ELLs meet or exceed standards

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide RtI Coordinator/Counselor to lead team for systematic intervention planning/monitoring for reading and math differentiation block, classroom interventions, including SWDs, communicate with the SpEd Evaluation team and maintain home/school communications with parents.	Staffing	Other student group		Summer 2012			SGSA - 225 - 119,040
Provide AIMS Web monitoring tool for progress monitoring the effectiveness of interventions on student achievement.	Instructional Materials	Other student group		Quarter 1			Full Day College Ready Fund - $2000
Provide Project Boost, early intervention reading program to support at-risk K-2 students.	Staffing	Other student group		Quarter 1			
Provide Reading Specialist to coordinate volunteer reading tutors for Project Boost, provide help with DIBELS, TRC, and writer's workshop, provide tutoring and guided reading to at -risk students in 3rd - 6th grade.	Staffing	Other student group		Summer 2012			NCLB - 332 - $74,790
Provide English Language Learners with a newcomer center for intensive English instruction with native language support when possible, collaboration among teachers and use of CCSS and WIDA standards.	Staffing	Other student group		Quarter 1			
Develop a team of teachers to provide gifted instruction.	Professional Development	Other student group		Quarter 1			
Changing Worlds partner will provide funding for three teachers to attended gifted education training provided by the National Association of the Gifted.	Professional Development	Other student group		Quarter 1			Full Day College Ready Fund - $5000

Strategic Priority 2

Consultants from Changing Worlds will work with our differentiation team to create a tool using a variety of measures for student aptitude and equitably identify our gifted students to ensure the composition is culturally balanced.	Professional Development	Other student group		Quarter 1		
Changing Worlds will donate gifted education curricula materials for all grade levels created by Willam and Mary University.	Instructional Materials	Other student group		Quarter 1		
Audio-books and programs for struggling readers and English Language Learners.	Instructional Materials	English Language Learners		Quarter 1		Full Day College Ready Fund - $1000
Software to support English language learning.	Instructional Materials	English Language Learners		Quarter 1		Full Day College Ready Fund - $1200
Substitutes to cover general education and special education teacher collaboration.	Professional Development	All		Quarter 1		SGSA - 225 - $2500
Purchase Math intervention program, such as **Do the Math**, which has separate modules for different math skills with an inquiry based teaching approach.	Instructional Materials	Other student group		Quarter 1		Full Day College Ready Fund - $2000
Provice school supplies for students in temporary living situations	Supplies	Other student group		Quarter 2		SGSA - 225 - $2000
Extended time for teachers to provide before and after school academic tutoring and/or classes to support student learning.	After School/ Extended Day	All		Quarter 1		SGSA - 225 - $5072
Provide substitutes for peer observations, teacher collaboration, CMSI training for new teachers or teachers new to the grade level.	ILT/ Teacher Teams	All		Quarter 1		SGSA - 225 - $5000
Extended time for educational support personnel to support before and after school programs and family curriculum evenings.	Instruction	All		Quarter 1		SGSA - 225 - $1381
Provide .5 ESL Teacher		English Language Learners		Quarter 1		NCLB - 332 - $56,406
Provide .5 Music Teacher		All		Quarter 1		Full Day College Ready Fund - $45,171
Provide Learning A-Z intervention subscriptions in reading and science.	After School/ Extended Day	All		Quarter 1		Full Day College Ready Fund - $2,800
PD and support for differentiation programs	Professional Development	All		On-going		SGSA - 225 - $8000

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
The school community fosters the social, emotional, and physical wellness of students and families through implementation of the health & fitness curriculum, recess facilitation, social emotional learning curricula (SEL standards, Calm Classroom, Champs, Communication Lab), parent workshops, and the Boone Community School programs.	In the Boone 2011 School Progress Report survey data gave Boone an average rating (47 CPS comparison score) for parents reporting the school as safe, demanding and supportive, and an average rating (52 CPS comparison score) for students reporting feeling safe. By improving our implementation of SEL standards and out-of-school-time programing we ensure all students will feel safe and supported at school.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Partner with PlayWorks for recess facilitation and to improve student's communication/problem-solving through meaningful, socially appropriate games. For $24,500 Playworks provides 1 full-time coach, supvervision for all five recesses, class game time/education, youth leadership team, and before and after school basketball and volleyball.	Staffing	All		Quarter 1			Full Day College Ready Fund - $24,500
Admin/Teacher PD for CHAMPS summer w/teacher stipend and instructional materials covered by OSES to support whole school positive behavioral Tier 1 supports for students.	Professional Development	All		Summer 2012			
CHAMPS webinar review w/Sprick on opening PD days 1 hour/CPDU	Staffing	All		Quarter 1			
Develop monthly parent workshops in collaboration with the NCLB PAC.	Parental Involvement	All		On-going			NCLB PAC - $4400
Provide multi-lingual clerk to communicate with families and students in Arabic, Assyrian,Persian, Greek, as well as English.	Staffing	All		Summer 2012			SGSA - 225 - $63,251
Provide clerk assistant to maintain administrative team open door policy by providing welcome reception and timely approved resources for students, staff, parents, LSC, community members and partnership sponsors.	Staffing	All		Quarter 1			SGSA - 225 - $51,788
Provide supplies for physical education and health program.	Instructional Materials	All		Quarter 1			Full Day College Ready Fund - $1500
Provide repair contracts for school equipment such as copiers.	Equipment/ Technology	All		Quarter 1			Full Day College Ready Fund - $8500

Strategic Priority 3

Provide walkie talkies to ensure rapid response for safety and security of school community.	Equipment/ Technology	All		Quarter 1		SGSA -225 - $1000
Provide supplies for office (paper, toner).	Instructional Materials	All		Quarter 1		SGSA - 225- $10,000
Summer office support.	Other	All		Summer 2012		SGSA - 225 - $2029
Purchasing/replacement of furniture	Other	All		On-going		Full Day College Ready Fund - $4000.

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
Provide high quality fine and performing arts instruction in visual arts, music, dance and theater through a daily enrichment block, partnerships with arts organizations such as the Joffrey and Art Institute, through multi-sensory arts integration in all content areas, and Boone Community School out-of-school time arts courses.	The USDoE Arts reports in their April 2012 study that nationwide there is an equity gap in arts education for affluent and high poverty schools such as Boone (90.4% low income). By developing and securing partnerships with arts organizations and providing daily arts instruction, we ensure equity in access to fine and performing arts careers for Boone students.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide drama teacher to instruct all students in theater through the daily enrichment block, develop partnerships with performing arts organizations, and provide classroom support for drama integration in all content areas.	Staffing	All		Quarter 1			Full Day College Ready Fund - $69,094
Provide substitutes so that arts teachers may collaborate and support classroom teachers for art integration.	Staffing	All		Quarter 1			SGSA - 225 - $1500
Partner with the Joffrey Ballet Middle School Dance Clubs ($5000) to offer weekly dance education program for 8th grade students, student attendance for three Joffry performances, two major events, Sprincg Concert and Intensive Week.	Other	All		Quarter 1			Full Day College Ready Fund - $5,000
Provide supplies for art, drama, dance, and music.	Other	All		Quarter 1			Full Day College Ready Fund - $6453

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale
Develop family and community engagement by increasing and deepening teacher/parent communication, strengthening authentic opportunities for parent participation in school events, and improving family programs through Boone's Community School.	In the Boone 2011 School Progress Report 50% of parents reported feeling engaged and involved with the school and 49% felt satisfied with the school's environment. By focusing efforts on increasing the quanity and quality of home-school communication and programming, we ensure that all parents feel a deep connection to their children's school and learning experiences.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide School Community Representative to coordinate Boone Community School to secure programming for before and after school tutoring, acceleration classes such as 8th grade algebra, intermural sports, enrichment classes for students and parents (Girls in the Game, Rock Band, World Percussion, Mural Painting, Fit Kids) daytime programming for parent education, and coordination of on-site family and student counseling services through Adler School of Professional Psychology during the school day.	Staffing	All		Quarter 1			Full Day College Ready Fund - $42,507
Provide paraprofessional community worker to assist coordinator of Boone Community School	Staffing	All		Quarter 1			Full Day College Ready Fund - $27,642
Provide extended time to ESP to prepare attendance records for Boone Community School	Staffing	All		Quarter 1			SGSA - 225 - $1381
Extended time for staff to teach before and after school tutoring classes.	After School/ Extended Day	All		Quarter 1			
Provide funds to continue partnerships with organizations providing enrichment to students and families (Girls in the Game, etc.) through grant-writing and fund-raising.	After School/ Extended Day	All		Quarter 1			

Strategic Priority 5