CIWP

2012-2014 Continuous Improvement Work Plan

Edward A Bouchet Math & Science Academy ES

Skyway Elementary Network

7355 S Jeffery Blvd Chicago, IL 60649

ISBE ID: 150162990252100

School ID: 609815

Oracle ID: 22371

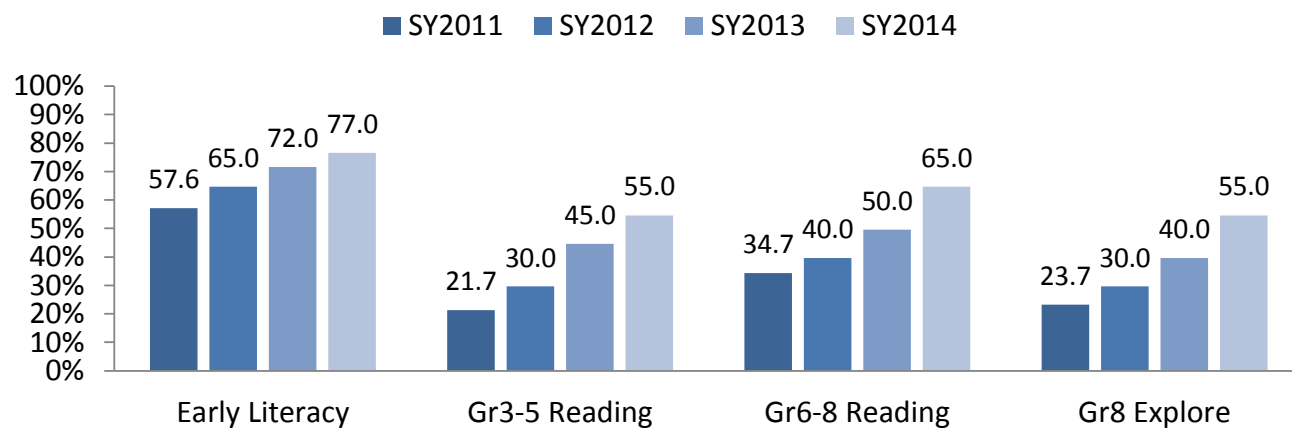CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Bouchet International Academy is committed to creating a challenging, rigorous, standards-based curriculum for all students, regardless of gender, ethnicity, or special needs status, within a safe and cooperative learning community. Academic achievement will be enhanced through rigorous instruction, the IB program, CMSI, professional development and other challenging programs. The input and participation of all stakeholders is encouraged, respected, and valued through a mutual-collaborative process, with consideration for global perspectives.
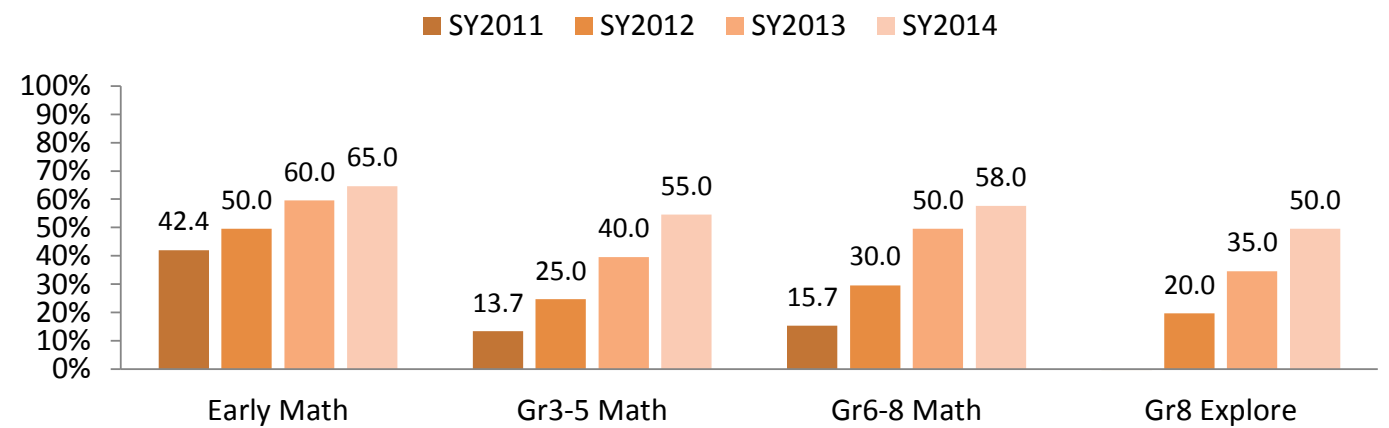
Strategic Priorities

1. Provide rigorous data-driven instruction based on students' individual needs to improve achievement in literacy to produce readers, writers and critical thinkers to encourage a path to college and careers and meet/exceed state standards.

2. Improve student achievement in mathematics by providing quality instruction, coherent programs focusing on problem solving and scientific inquiry to meet/exceed district and state standards.

3. Improve the school climate and culture with regard to the safety, teaching, learning, stakeholder relationships and environmental adequacy for all.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	57.6	65.0	72.0	77.0
Gr3-5 Reading	21.7	30.0	45.0	55.0
Gr6-8 Reading	34.7	40.0	50.0	65.0
Gr8 Explore	23.7	30.0	40.0	55.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	42.4	50.0	60.0	65.0
Gr3-5 Math	13.7	25.0	40.0	55.0
Gr6-8 Math	15.7	30.0	50.0	58.0
Gr8 Explore		20.0	35.0	50.0

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:	Edward A Bouchet Math & Science Academy ES

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Kim Sims	Principal
Alma Gibbs	Assistant Principal
Debra McGhee	Assistant Principal
Tina Franklin-Bertrand	Lead/ Resource Teacher
Franchesca Little	Lead/ Resource Teacher
Deborah Kimbrough	Special Education Faculty
Marissa Albarran	Other
Callie Logan	Classroom Teacher
Finola Burrell	Special Education Faculty
Frances West	LSC Member
Jameelah Brown-Williams	Special Education Faculty
Willie Richard	Other

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	57.6	65.0	72.0	77.0		**Early Math** % of students at Benchmark on mClass	42.4	50.0	60.0	65.0

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	21.7	30.0	45.0	55.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	13.7	25.0	40.0	55.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.6	60.0	70.0	80.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	44.8	51.0	58.0	65.0

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	34.7	40.0	50.0	65.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	15.7	30.0	50.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	66.5	70.0	75.0	82.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	48.2	56.0	63.0	70.0

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	23.7	30.0	40.0	55.0		**Explore - Math** % of students at college readiness benchmark	0.0	20.0	35.0	50.0

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	92.9	93.5	95.0	95.0		**Misconducts** Rate of Misconducts (any) per 100	28.0	20.0	20.0	10.0

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	54.1	60.0	67.0	75.0		**ISAT - Reading** % of students exceeding state standards	7.6	10.0	13.0	15.0
ISAT - Mathematics % of students meeting or exceeding state standards	61.1	65.0	70.0	75.0		**ISAT - Mathematics** % of students exceeding state standards	5.6	9.0	12.0	16.0
ISAT - Science % of students meeting or exceeding state standards	48.0	53.0	60.0	68.0		**ISAT - Science** % of students exceeding state standards	1.4	5.0	8.0	12.0

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.	Bouchet's goal in narrowing the achievement gap includes engaging all stakeholders. Narrowing the gap begins with strong school leadership, highly trained-effective teachers, implementation of technology in classrooms, recruiting students for the pre-kindergarten program, class size reduction, curricular reform, alignment of pre-kindergarten through college standards and expectations (CCSS), improved staff development onsite and offsite sessions, and common planning time for general and special education teachers at each grade level. Before school and afterschool programs are offered to all students in grades 2-8. All students, including our special education population, are	
	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.	Principal creates a professional learning system that evaluates teacher need and interest by providing regular professional development to address deficits and teacher concerns in the school building. Principal ensures that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities. Peer observation, teacher walk-abouts on non-student attendance days, teacher mentoring, and coaching are components implemented in building growth in teacher content knowledge. Teachers are involved in the decision-making process of determining the topics of needs for PD. All staff members are inclusive in writing and revisiting Mission and Vision Statements. Principal ensures that achievement data is monitored and analyzed on a weekly basis. Data-driven decisions are made to identify areas in need of improvement and actions for change are initiated. RTI is implemented, teachers provide diverse, individualized instruction to	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		-->	**3**
• 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	Bouchet supports leadership and professional growth of teachers and staff. Teachers are encouraged to volunteer for certain leadership duties, while others are assigned leadership responsibilities based on their knowledge and expertise. All teachers are afforded various opportunities to perform leadership roles; such as: SIPAAA/CIWP member, grade level chairperson, RTI/SBPS team, data team, committee chairperson, ILT member, committee chairperson a member point person for special events and projects, academic and/or competition coordinator, PD presenter/facilitator, mentor teacher, consultant teacher, coach sponsors, union representative, LSC representative, PPC, PPAC, after school coordinator, full school day planning committee, CLI IB Coordinator, model classroom teacher and grant writer. In addition, teacher must serve on two or more school committees in which they must perform duties and disseminate information to students and the entire staff. Principal empowers teachers and staff in major decision making for the betterment of the school. Teacher teams are established and led to achieve positive results. Principal and ILT ensure that the team process allows teachers to perform responsibilities effectively	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• 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	• ILT consists of administration as well as teachers with expertise and knowledge in all content areas. Teacher representatives are of diverse competencies including Special Education. • ILT is inclusive of all stakeholders including Local School Council members, regularly extending invitation to collaborate at meetings. • ILT regularly discusses, reflects and modifies action plan items to meet the needs of school-wide as well as individual teacher teams. • ILT uses evaluations from PD to plan, improve and lead future staff development specifically related to the needs identified by staff and necessary school-wide goals • ILT bases goal setting primarily on both qualitative and quantitative analysis at each ILT meeting.	
Monitoring and adjusting	-->		**4**
• 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.	• Data conversations are part of the agenda for each: staff PD, teacher team meeting and individual teacher lesson planning and reflection • Data is transparent beginning with first PD where grade level as well as individual classroom data is provided and analyzed. • Data folders are required to be maintained, updated and utilized to make informed decisions about learning needs and instructional planning • Data for each classroom is provided and posted with teachers	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**3**
	• 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.	At Bouchet we have begun our schoolwide implementation of the common core across all grade levels during the 2011-2012 school year. This has included an overview, introduction, alignments and gap analysis led by our school principal and ILT for year-long curriculum planning, review and implementation across grade levels and within each grade level. We revised our instructional approach for both our Area/Network quarterly planning, utilized our CCCS Quarterly Action Plan, and infused the CCCS into both our weekly lesson plans and IB unit plans. Our units and lesson plans include more rigor, increased level of complexity in academic language and student expected outcomes that are age and grade level appropriate. Our short and long range plans have included the leadership of our principal and ILT for review and implementation with ongoing support to all teachers, including special needs students (i.e. those with disabilities, ELLs, etc.) This support has	
	Instructional materials	--->		**4**
	• 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).	Our various grade levels have access to the following instructional focus and materials for curricular planning, review and ongoing implementation: CCCS, CRI, CLI, CMSI, Houghton Mifflin(Harcourt), MacMillan and Glencoe for Social Studies. We also have two Teacher Resource Rooms that are filled with additional items for teachers to utilize when planning their lessons and opportunities to meet weekly in horizontal and vertical teacher teams. Our principal/administrative team and ILT review teacher lesson plans and unit submissions weekly to ensure that each lesson is rigorous,	

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.

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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.	At Bouchet our schoolwide approach to assessment includes the sharing and exchange of schoolwide data immediately after each assessment as facilitated by the ILT, Scantron Team and mCLASS site coordinator for ISAT, Scantron, and K-2 assessments that include DIBELS, TRC, mCLASS Math and Progress Monitoring with measures for screening, diagnostic, benchmark, formative and summative assessments to review and monitor ongoing student progress. Additionally, we have data walls and assessment data posted in each classroom as a visual indicator of overall student performance that engages the students and parents in ongoing discussion about our approach to teaching and learning, incremental growth and our subsequent plans for instruction using data to drive the decisions we are making with regard to instruction. Our ILT has developed clear guidelines for Teacher Teams that include Individual and Grade Analysis of assessment data to identify instructional recommendations, strengths, challenges, skills and strategies that will be emphasized for the grade level, individual classes, small groups within each class and	

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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.	• Teacher teams continue ongoing planning minimum twice each week during morning meetings and common planning periods • Each teacher, to the extent possible without compromising student inquiry, explains the objective of individual and combined interdisciplinary lessons to students • Teachers use knowledge and materials from ILT PD on CCSS to align lessons and objectives for all classroom instruction • Formative and summative assessments both formal and informal are used to check for remediation and enrichment needs for individual and groups of students. Future learning sequences and lessons are planned based on results of assessments.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• 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.	Bouchet has developed a master schedule that is best suited for our school-wide goals, development and growth. Our schedule includes two hour literacy blocks, extended time for math and science inquiry, an interdisciplinary approach to teaching and learning, time for weekly teacher team and staff collaboration both horizontally and vertically. Moreover our students are able to receive structured interventions during daily classroom instruction through dedicated blocks of instructional time including push-in and pull-out programs as well as in various before and after school programs that include, but are not limited to, before and after school tutoring, test preparation, and RTI for Tier II and Tier III students. We adhere to the K-2 and 3-8 CPS Assessment Calendars as well as ISAT data to strategically identify areas of concerns for the entire student body, by grade level and individually.	
Whole staff professional development	-->		**4**
• 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.	We have a year-long comprehensive schoolwide professional development plan that is aligned to our schoolwide priorities and growth targets in literacy, math and science as well as our transdisciplinary dual and collective professional development approach to teaching and learning. Bouchet International Academy provides professional development opportunities on-site as well as off-site to improve instruction, comply with IB trainings, comply with Children's Literacy Initiative and support professional growth. We have a professional development schedule that is shared with the staff, embedded in CPSU, collaborative with our school partners and often utilized by teachers to build and sustain their individual	

Professional Learning

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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.	At the beginning of the school year, our entire staff was provided with a list of professional development trainings for the entire school year as well as Grade Level/Teacher Team expectations. As a result we have both school-wide long term quarterly planning with regard to curriculum, data analysis and ways to make more informed decisions about our collective, small group and individual practices based on school, grade level and class performance. Our ILT facilitates all staff and professional development trainings that include topics such as: The International Baccalaureate Program, Unit Planning and Implementation, Closing The Achievement Gap, school improvement planning, Data Conversations, Interactive Learning, LRE, Performance Management, Classroom Management, RTI/SBPS, Technology Integration and ongoing review of previous topics as needed to meet the collective needs of our staff. During these quarterly and subsequent weekly teacher team meetings, agendas are guided by the ILT and the Teacher Team (TT)	
	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.	At the beginning of the school year, throughout the school year and at the end of the school year, teachers are asked about their individual and collective needs. This information is reviewed and integrated into our ongoing staff and professional development. We have also provided teachers with information about CPSU, Area/Network staff development (i.e The Instructional Fair 2011 that was facilitated by many of our own ILT/Teacher members), CMSI trainings, CLI trainings, and the resource PD 360 that can tailored to meet the individual and collective needs of teachers based on both their areas of interest as well as areas they wish to improve. Our ILT mentors teachers, especially new teachers to help them transition into our school climate and academic foci. We attend, support and review school data to target areas of subsequent instructional foci, address school and grade level performance and concerns that need to be addressed such as	

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*	--->		**3**
	• 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	We have a collaborative ongoing process with students, parents and the school counselor to highlight the availability and benefit of CPS College Prep High Schools. Our International Baccalaureate partnership with the high school coordinator includes regularly scheduled meetings and visits to develop, plan and implement programming and activities that allow students to interact with College Prep High School students. Teachers plan lessons using CCSS as a guide with focus on the College Readiness standards and skills. Students have multiple opportunities for leadership within the classroom through presentation and peer tutoring. Additionally,	
	Relationships	--->		**3**
	• 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.	All administrators, teachers and staff develop and maintain ongoing positive professional relationships with current and former students. Our students are welcomed and given mutual respect throughout each school day. Students have developed positive peer and teacher/administrator/staff relationships that include mentoring, social skills development, peer mediations, development of the IB attitudes and learner profile traits to assist in their development as global thinkers. All students are part of the school culture, including those with physical and/or learning disabilities. All students are invited to take part in extra-curricular activities including school and district level academic and sports competitions. Interactions between adults and students are always	
	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.	Bouchet's common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention is primarily encouraging students to demonstrate self-discipline and respect for themselves and others. At the onset of the school year, a Discipline Assembly is conducted covering the Student Codes of Conduct. Role play is performed by administrators, teachers, ESPs and students. Time is provided for questions and answers during this assembly. Teachers are also encouraged to develop activities	

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
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.	Our principal shares information with our entire school and their families through the following ways throughout the school year: Open House, quarterly school newsletter, Family Literacy and Math Night, Parent University sessions, Local School Council and No Child Left Behind (NCLB)/Parent Advisory Committee meetings. At these times parents are provided with information about schoolwide development, review and ongoing program implementation. Moreover, in order to assist families that are in need, we have a School Community Representative (SCR) that counsels parents, provides transportation assistance and referrals for students who are in need, living in temporary situations or require other forms of assistance.	
	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.	Bouchet establishes ongoing communication with families and educational stakeholders regarding students' performance and specific needs. During parent conferences, report card pick-up conferences, via phone conferences, notes, emails and other correspondence, teachers and staff communicate with parents and students about student expectations and goals, individual student performance and family needs. Our teachers work collaboratively	
	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.	Before school begins, our principal and ILT discuss the importance of establishing a cultural calm throughout the school from entrance, to daily hallway transitions, the establishment of classroom rules/norms and consequences to the enforcement of the Student Code of Conduct through small group, meetings with parents, discipline assemblies, and ongoing school functions that include, but are not limited to Open House, our Bully Assembly, collaboration with Fulfilling Our Responsibility Unto Mankind (FORUM) for social and emotions development and conflict-resolution, Youth Guidance, Peer Mediation, and our schoolwide Second Step program implementation. We also host a Community	

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	-->		**4**
	• 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 provides immediate, comprehensive supports to students and families in need of specialized services. Through referrals to and collaboration with a variety of local community counseling agencies, students received counseling services such as group counseling that focuses on anger management, social problem solving, or cognitive behavioral interventions-trauma	
	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.	Starting in kindergarten, school staff members provide an interdisciplinary program that educates, informs, and exposes students to career and work information. Students in grades Kindergarten through Fifth grade are exposed to career exploration through role play, drama enactments, and story readings. In grades	
	Academic Planning	-->		**4**
	• 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.	Through a rigorous, challenging academic program, students are exposed to the world of today and tomorrow through interdisciplinary lessons. Students participate in a variety of classroom based assessments and teacher surveys/learning inventories that provide the teacher and student with the necessary information to form long and short term goals. Students create their goals based upon their interests, strengths, and abilities. If identified as having critical academic problems, students and their teachers create an academic intervention plan that outlines student areas of improvement. Students' academic progress is reviewed	
	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.	Students at Bouchet are involved in a variety of afterschool enrichment and extracurricular activities. Students in grades K-3 are invited to participate in before or afterschool academic tutoring with their teachers. Students in grades 4th-8th are invited to	

(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.	Eighth grade teachers collaborate in order to administer interest and career inventories. The students are given interest and career inventory assessments to help them to consider the many career options available to them. Teachers meet individually with students to discuss the assessments and help students discover their	
	College & Career Admissions and Affordability	-->		**3**
	• 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.	At our school the upper grade band of 6-8th grade students have multiple opportunities to take part in college and career planning in both their classroom applications and goal setting to the assistance of the school Case Manager/Counselor in seeking high school admissions that will place them on the ultimate path to college and career admissions and affordability. This is a particular focus for 7th and 8th grade students as their performance in these grades are often used as the preliminary data for high school admission	
	Transitions	-->		**3**
	• 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.	The Bouchet faculty works to ensure effective from on-site Preschool/Headstart program to Kindergarten to assist students with academic, social and emotional growth. Students in benchmark grades (3rd, 6th, and 8th) are promoted to the next grade if they possess the knowledge and skills appropriate to their levels as demonstrated on multiple assessment measurements by their academic performance, attendance, district wide assessment scores, and classroom performance. Effective programs are put into place to ensure students are able to increase their academic	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	*Use of Discretionary Resources*	--->		4
	• 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.	Discretionary funds are aligned with Bouchet's strategic priorities and unique needs. 2011 data reveals: approximately 800 students, 92.9% attendance rate, ISAT Reading of 54.1%, Mathematics 61.1% and Science 48%. Scantron grade level performance is below level. Data also indicates: a high mobility rate, large homeless and special education population, decrease in misconducts. My Voice My School survey results indicate that Bouchet has a supportive environment. Approximately 50% of the students responded favorably to questions related to safety at Bouchet. However, mScore comparison with CPS reveals 33% do not feel safe basically	
	Building a Team	--->		3
	• 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.	In order to build a team and determine staffing needs at Bouchet, a school-wide needs assessment is conducted. All under-performing teachers are not rehired. Significant marketing and outreach took place to fill positions in the short period allotted. Teacher candidates had to participate in a multi-step interview process, submit on-spot writing sample and conduct classroom lesson demonstrations to assess candidate's knowledge, expertise and skill in the classroom. References were also contacted. All teachers hired had to commit to additional PD and intensive International Baccalaureate PYP and MYP training over a period of three years. Principal sets high expectations for all staff, which are clearly articulated. Entire staff engages in peer observation, shared best practices and targeted	
	Use of Time	--->		3
	• 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.	At Bouchet we have developed a master schedule that is best suited for our school-wide goals, development and growth. Our schedule includes daily two hour literacy blocks, extended time for math and science inquiry, an interdisciplinary approach to teaching and learning, time for weekly teacher team and staff collaboration both horizontally and vertically. Moreover our students are able to receive structured interventions during daily classroom instruction through dedicated blocks of instructional time including push-in and pull-out programs as well as in various before and after school	

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

Bouchet International Academy is committed to creating a challenging, rigorous, standards-based curriculum for all students, regardless of gender, ethnicity, or special needs status, within a safe and cooperative learning community. Academic achievement will be enhanced through rigorous instruction, the IB program, CMSI, professional development and other challenging programs. The input and participation of all stakeholders is encouraged, respected, and valued through a mutual-collaborative process, with consideration for global perspectives.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide rigorous data-driven instruction based on students' individual needs to improve achievement in literacy to produce readers, writers and critical thinkers to encourage a path to college and careers and meet/exceed state standards.	Bouchet will meet area of deficincy and adress all subgroups by: Read 180 (remedial program), Literacy Eary Invention, D.E.A.R.,Grade Level Meetings, Professional Developments, Writer's Wkshp,SES, Freshman Connection, Step-Up To 3 Gr., Mid Tier Afterschool Program, SES, Lucy Calkins Writing Wkshp, Book Fair, Real Men Read, SBPS, Bi-weekly test,T.I.P Literacy, New software program- individualized instruction & instructional level for students with IEPs and students in need of remedial instruction, Family Literacy Night (School level assessment data reveals the subgroups, excluding IEP status, fall within the same score range. There is no significant difference among subgroups scores: race, gender, low income status.)
2	Improve student achievement in mathematics by providing quality instruction, coherent programs focusing on problem solving and scientific inquiry to meet/exceed district and state standards.	Bouchet will meet area of deficincy by addressing distincive subgroubs during: Grade Level Meetings,Fast Fact Friday, Professional Development WKSPs, Freshman Connection, Math Family Night, Bi-weekly test, T.I.P, Step-Up to 3 Gr. will address the low achievers who do not meet State Standards (trend),Math Club, SES, Computer Extended Day Program -New software program- individualized instruction & instructional level for students with IEPs and students in need of remedial instruction. (School level assessment data reveals the subgroups, excluding IEP status, fall within the same score range. There is no significant difference among subgroups scores: race, gender, low income status.)

3	Improve the school climate and culture with regard to the safety, teaching, learning, stakeholder relationships and environmental adequacy for all.	To establish a clear understanding of school policies and procedures, acknowledgement of out district student code of conduct, conflict-resolution, essential agreements that invite all stakeholders to become a part of our process and collaborative process for building and sustaining a school community that works together towards common goals with fidelity throughout the year and over the course of subsequent years. We believe that school climate and culture define who we are, our focus on teaching and learning in a safe environment that supports all students and encourages the shared responsibility of all stakeholders to shape, define and exemplify that process and sustainability. We believe that high expectations for student achievement are essential. All learning styles must be honored and help must be provided when needed. We recognize the value learning has when linked to "real life"; engaging materials; the use of incentives and opportunities for student participation in the process. We know that social, emotional, and ethical — as well as academic — learning is important; teachers are invested in helping students develop these skills through explicit and implicit teaching. We respect the diversity that lies within our school, among our stakeholders and the shared impact we make on teaching and learning.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide rigorous data-driven instruction based on students' individual needs to improve achievement in literacy to produce readers, writers and critical thinkers to encourage a path to college and careers and meet/exceed state standards.	Bouchet will meet area of deficincy and adress all subgroups by: Read 180 (remedial program), Literacy Eary Invention, D.E.A.R.,Grade Level Meetings, Professional Developments, Writer's Wkshp,SES, Freshman Connection, Step-Up To 3 Gr., Mid Tier Afterschool Program, SES, Lucy Calkins Writing Wkshp, Book Fair, Real Men Read, SBPS, Bi-weekly test,T.I.P Literacy, New software program- individualized instruction & instructional

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Quarterly Staff and Professional Development with a Literacy focus aligned to the Common Core and IB unit plan development	Professional Development	All	CPS, Skyway Network, ILT	Summer 2012	On-going	On-Track	We will create a PD calendar for the school year and add both CPS and network PD that correlates to literacy development.
Data conversations to analyze student progress and plan for subsequent instruction	ILT/ Teacher Teams	All	ILT, Teacher Teams	Quarter 1	On-going	On-Track	We will integrated and facilitate a series of data conversations into schoolwide PD, teacher team meetings and ongoing professional development.
IB, Common Core, standards-based instruction, w/strategic and flexible grouping to ensure targeted ongoing differentiated instruction to address all learners	Instruction	All	ILT, Teacher Teams	Quarter 1	On-going	On-Track	As an IB school, our curriculum development will be the core of all curriculum planning including IB, common core, standards-based lesson plans and units of study.
Open House, Book Fair, Family Literacy & Math Night, Parent Workshops	Parental Involvement	All	ILT, Teacher Teams, Parents, Stakeholders	Quarter 1	On-going	On-Track	We will host an Open House w/Book Fair in the first quarter, Family Literacy and Math Night as well as parent workshops to engage parents in supporting their children in the academic studies.

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Improve student achievement in mathematics by providing quality instruction, coherent programs focusing on problem solving and scientific inquiry to meet/exceed district and state standards.	Bouchet will meet area of deficincy by addressing distincive subgroubs during: Grade Level Meetings,Fast Fact Friday, Professional Development WKSPs, Freshman Connection, Math Family Night, Bi-weekly test, T.I.P, Step-Up to 3 Gr. will address the low achievers who do not meet State Standards (trend),Math Club, SES, Computer Extended Day Program -New software program- individualized instruction & instructional level for students with

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Quarterly Staff and Professional Development with a math and science focus aligned to the Common Core and IB unit plan development	Professional Development	All	CPS, Skyway Network, ILT	Summer 2012	On-going	On-Track	We will create a PD calendar for the school year and add both CPS and network PD that correlates to math and science pedagogy.
Data conversations to analyze student progress and plan for subsequent instruction	ILT/ Teacher Teams	All	ILT, Teacher Teams	Quarter 1	On-going	On-Track	We will integarte and facilitate a series of data conversations into schoolwide PD, teacher team meetings and ongoing professional development.
IB, Common Core, standards-based instruction, w/strategic and flexible grouping to ensure targeted ongoing differentiated instruction to address all learners	Instruction	All	ILT, Teacher Teams	Quarter 1	On-going	On-Track	As an IB school, our curriculum development will be the core of all curriculum planning including IB, common core, standards-based lesson plans and units of study.
Open House, Book Fair, Family Literacy & Math Night, Parent Workshops	Parental Involvement	All	ILT, Teacher Teams, Parents, Stakeholders	Quarter 1	On-going	On-Track	We will host an Open House w/Book Fair in the first quarter, Family Literacy and Math Night as well as parent workshops to engage parents in supporting their children in the academic studies.

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Improve the school climate and culture with regard to the safety, teaching, learning, stakeholder relationships and environmental adequacy for all.	To establish a clear understanding of school policies and procedures, acknowledgement of out district student code of conduct, conflict-resolution, essential agreements that invite all stakeholders to become a part of our process and collaborative process for building and sustaining a school community that works together towards common goals with fidelity throughout the year and over the course of subsequent years. We believe that

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Grade level discipline assemblies.	Instruction	All	School Administration, ILT, Teachers	Quarter 1	Quarter 1	On-Track	These assemblies are held in September and led by the principal, assistant principal, or designeee to establish a clear understadning of schoolwide policies and procedures.
The development of Essential Agreements/Classroom Rules to build and sustain effective classroom management.	Instruction	All	Teachers	Quarter 1	On-going	On-Track	This is done at the beginning of the school year and referred to throughout the year to build and sustain the devopment of classroom community, rules and consequences.
Response To Intervention (RTI): Tier I, II, III - including both academic and social interventions to maximize instruction while reinforcing the dynamic of classroom management	Instruction	All	ILT, RTI Team, Teachers	Quarter 1	On-going	On-Track	We have an RTI Coordinator and Team that works dilligently to support all tiers of implementation for all learners, including counseling, peer mediation, and individual support for students in need.
Enrichment Activities, Sports, Clubs and Awards Assemblies (Incentives for Citizenship, Attendance, Honor Roll)	Other	All	School Administration, Teachers	On-going	On-going	On-Track	With the assistance of our SCR, and Teacher input, we provide enrichment activities, including sports and clubs as well as incentives in these areas throughout the year.
SES - After School/Extended Day Programs	Instruction	Other student group	School Administration, SES Teachers	On-going	On-going	On-Track	These before and after school programs provide supplemental instruction for at-risk students to improve their overall academic achievement.

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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

2012-2014 Continuous Improvement Work Plan

Edward A Bouchet Math & Science Academy ES

CHICAGO PUBLIC SCHOOLS | CPS

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