CIWP

2012-2014 Continuous Improvement Work Plan

Rosario Castellanos Elementary School

Pilsen-Little Village Elementary Network

2524 S Central Park Ave Chicago, IL 60623

ISBE ID: 150162990252106

School ID: 609826

Oracle ID: 22461

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Mission Statement

With the focus of increasing Reading scores at every grade level and ensuring student growth throughout the entire school year which will ultimately prepare our students for college and career readiness, we have come to the understanding of the need for unification and reflection of instructions through minilessons and examination of rigor in our instruction, as well as student work, to allow us and our students to make the substantial growth to master the Common Core Standards.
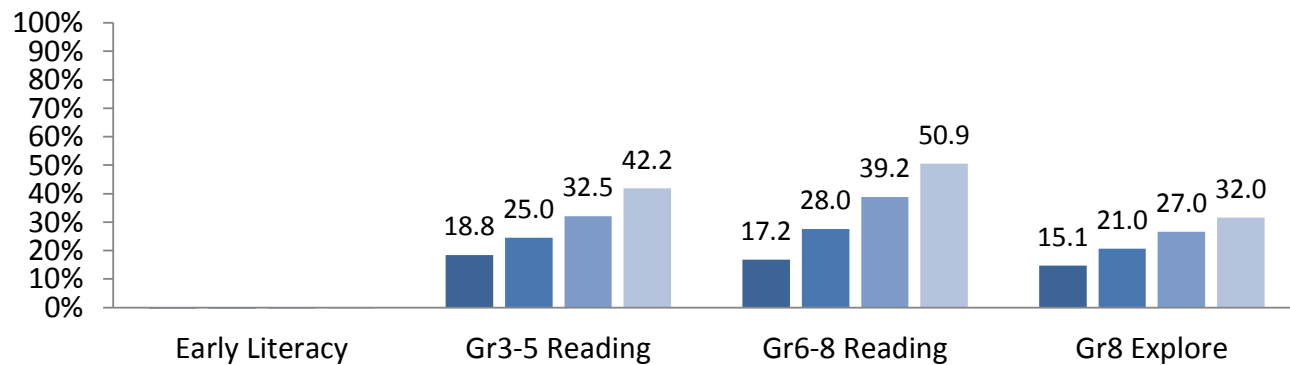
Strategic Priorities

1. Teachers will effectively use the architecture of minilessons as part of daily instruction in language arts (reading and writing workshop). Teachers will use a modified Minilesson format (based in explicit modeling) for Math, Social Studies and Science as determined by the content-specific teachers. The objectives for daily

2. Teachers will continue to develop unit plans using the backward design approach to standards-based planning with a focus on the DOK and developing high-level tasks for students to engage in daily and in long term writing/ research projects in reading, writing, social studies and science utilizing complex texts.

3. Teachers will begin to use BAS diagnostic assessment to identify students' reading levels to provide more targeted reading instruction in small groups. The intent with this priority is to utilize BAS for students reading below grade-level in 6-8 grades to inform tier-one instruction and intervention strategies.

4. We will select and implement a Bilingual Pathway in alignment with our feeder school.
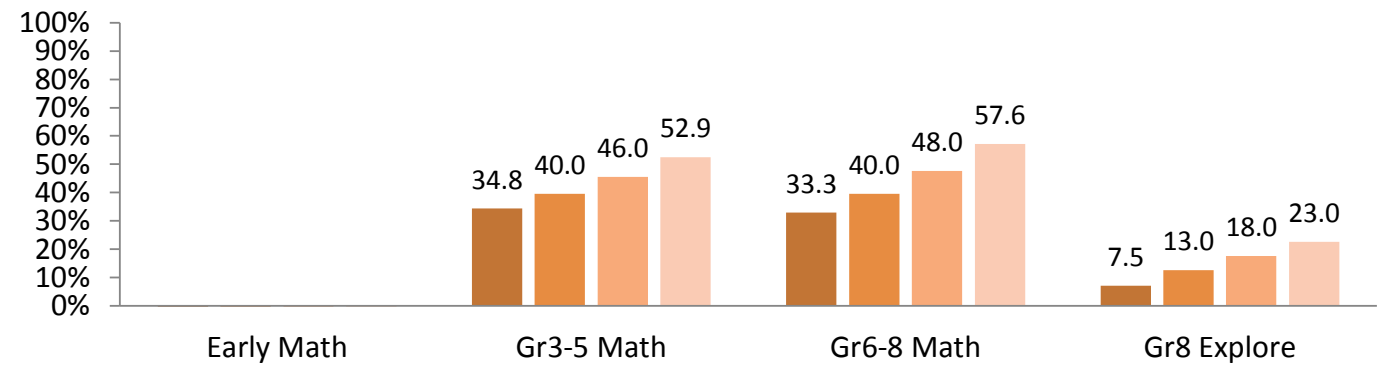
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy				
Gr3-5 Reading	18.8	25.0	32.5	42.2
Gr6-8 Reading	17.2	28.0	39.2	50.9
Gr8 Explore	15.1	21.0	27.0	32.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math				
Gr3-5 Math	34.8	40.0	46.0	52.9
Gr6-8 Math	33.3	40.0	48.0	57.6
Gr8 Explore	7.5	13.0	18.0	23.0

Continuous Improvement Work Plan
2012 - 2014

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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:	Rosario Castellanos 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
Mrs. Myriam Romero	Principal
Mrs. Milagros Otero	Assistant Principal
Mr. Daniel Finley	Lead/ Resource Teacher
Mrs. Josefina Verdin	LSC Member
Mr. Hector Herrera	Community Member
Mrs. Brenda Pantoja	LSC Member
Mrs. Maria Mendez	ELL Teacher
Ms. Anahi Godinez	Classroom Teacher
Ms Hanna Woods	Classroom Teacher
Ms. Stephanie Stephens	Classroom Teacher
Mr. David Voss	Classroom Teacher
Ms. Maricela Chavez	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	NDA	NDA	NDA		**Early Math** % of students at Benchmark on mClass	NDA	NDA	NDA	NDA

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	18.8	25.0	32.5	42.2		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	34.8	40.0	46.0	52.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.8	53.0	56.0	60.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	58.5	61.0	63.0	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	17.2	28.0	39.2	50.9		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	33.3	40.0	48.0	57.6
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	48.5	51.0	53.0	56.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	61.0	65.0	67.0	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	15.1	21.0	27.0	32.0		**Explore - Math** % of students at college readiness benchmark	7.5	13.0	18.0	23.0

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	96.3	97.0	97.3	97.8	**Misconducts** Rate of Misconducts (any) per 100	24.3	20.0	18.2	16.6

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	56.1	58.9	61.9	65.0		**ISAT - Reading** % of students exceeding state standards	6.2	10.0	15.0	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	66.4	69.7	73.2	76.9		**ISAT - Mathematics** % of students exceeding state standards	8.0	13.0	18.0	21.0
ISAT - Science % of students meeting or exceeding state standards	52.2	54.8	57.5	60.4		**ISAT - Science** % of students exceeding state standards	4.8	8.0	13.0	18.0

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	-->		**3**
• 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.	The school has established clear, measurable goals for student achievement/growth through the use of Scantron data at the school and classroom levels. Castellanos' TOA was based upon data from previous year's Scantron, ISAT and Explore data SY 2011. Our three levers have been based upon our needs around teaching and learning. The first two levers, Rigor and Minilesson pedagogy have been the focus of our first two Professional Learning Cycles and will continue to be addressed in our third and final PLC for the year. By the school year's end, teachers will have had three PLCs to master Minilesson pedagogy and continued examination of rigor in student work. In	
Principal Leadership	-->		**3**
• 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.	Professional learning is composed of both grade level meetings and staff Development days where learning takes place around our TOA and PLC. Teacher Team meetings (on separate days) allow teachers an opportunity to address their professional teaching needs and gather support from professional colleagues. Administrative staff conducts announced and unannounced classroom observations to support teachers in instruction and application of professional practices. This information will be used by administration and the ILT to inform the ways in which teachers will be supported. Castellanos' entire TOA and every PLC is focused on college and career readiness. Through monthly LSC and NCLB and participation of community school, activities are created for empowerment of parents and families with their children both in and outside the academic environment, as well as classes specifically targeted to the parent's personal academic and enrichment. Regular "Coffee with the	

DIMENSION 1:Leadership

School Effectiveness Framework

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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	This year has a seen a shift from a core group of teachers performing nearly all leadership duties to the creation of several committees and teacher teams that bring information to the whole staff and make recommendations. All voices are heard and considered in both the ILT and Teacher Teams. It has contributed to our success with regards to our TOA. A majority of ILT members have been selected to participate as part of the CCSS Network Teacher Leadership Team planning and providing professional development for the entire Network. This has created an additional level of support for the entire staff in the professional development occurring at the PLV Network and school levels.	

Date Stamp November 22, 2012

School Effectiveness Framework

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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	A majority of ILT members have been selected to participate as part of the CCSS Network Teacher Leadership Team planning and providing professional development for the entire Network. This has created an additional level of support for the entire staff in the professional development occurring at the PLV Network and school levels. The ILT is representative of not only grade levels but departments including special education, bilingual education and counseling. This enables us to make holistic decisions and outcomes for all the students and staff. An area of improvement for the ILT, is making sure that all members are present at every meeting. This will allow us to value every department's opinions. The ILT has executed the TOA and all the PLCs with fidelity and sensitivity. This has allowed the learning of new instruction to be organic and grow as part of the culture, sensitive to all the participants. The ILT has outlined the PD that not only takes place on Staff Development days, but also Grade Level meetings. Teachers are
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.	The collection and analysis of data based upon the TOA and PLCs is done routinely within the cycles. It is collected by members of the ILT along with other teachers so that information is collected in a very objective way. They have included, but not been limited to collection of Scantron Data, Guided Learning Walks, DOK reflection and classroom visits, Exit Slips and end of cycle PLC surveys. At the Network level, the production of PA for each grade level has been created on the Network Level and reflected upon and revised at the school/grade level.

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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.	Curriculum pacing/scope and sequence has been determined by the district with regards to middle school science and math. Language Arts has relied heavily on instructional materials to dictate the scope and sequence, with the exception of the creation of CCSS unit plans based upon the backward design from CCSS based PAs. With the advent of minilessons team planning and delivery of materials has become consistent from teacher to teacher within grade levels. Since the Network's arrival, any differentiated instruction has been set aside for school-wide focus on Tier 1 instruction. Achieve 3000 has enabled teachers to differentiate text based on students' instructional reading level. Achieve 3000 has been a resource tool for teachers to supplement instruction materials of non-fiction in science and social studies. This is the third year of vertical alignment for math, grades 4-8. During the final PLC#3 for this year, all 4th grade students will have	
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).	Each grade level has a set of instructional materials that are aligned with the IL state standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs in both native and English support. Creation of a Math Resource Center is in the process of being accumulated by Math Team. Middle School Language Arts materials have a standard grade level workbook with a variety of novels at various reading levels. 4-8 grade levels received new Social Studies series.	

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.	Teachers have access to Scantron data for their classroom upon their students' completion of the assessment and use this data to drive instruction. Teachers are supplied with classroom ISAT data as well as grade level data at the onset of the new school year to prepare for incoming students. In addition, administration provides school data analysis in the form of a PowerPoint presentation to the entire staff following benchmark assessments and previous year ISAT data. Middle School assessments are part of the Scope/Sequence for Science and Math. Reading programs per grade level keep a running record of how students fair on chapter/unit tests which is shared with administration. 7th & 8th grade language arts are helping to prepare students for the Explore Assessment by exposing students to the form and wording of assessment questions.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• 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.	The introduction of the DOK this year has helped to create teacher awareness of higher order thinking questions and tasks. Blooms taxonomy has also been used in previous years to elevate level of questioning. Being that rigor has been identified as our #1 Lever of our TOA, teachers have been examining student work to gauge rigor in tasks and instruction. This is an ongoing practice school-wide, at grade level and within the classroom. All reading materials have been equipped with formative as well as summative assessments. Currently they are being used at the teacher's discretion.	

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School Effectiveness Framework

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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.	Classroom action plans following benchmark assessments (Scantron) are created by the teachers based upon the data results for their students. Our TOA has been focused on Tier 1 instruction for this year. Behavior issues have been addressed by the PBIS program school-wide. There has been a reduction in infractions and the number of behavior reports. Teacher-recommended students have been referred to various after-school programs based upon their needs. In addition, depending upon the criteria, SES programs have been present to assist those students. Early morning support and enrichment programs in 6th through 8th grade (Math), 4th and 5th grade (Reading and Math). Three teachers co-teach to address intervention in Special Ed/ESL support.	
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.	All whole staff professional development is determined by the ILT Team based upon the needs of the TOA as identified in the PLCs. Interface with grade level meetings once a week help to support teachers in this development and monitor teacher progress, which would determine any changes to Professional Development Schedule.	

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.	In any given 5-day school week, teachers will have a grade level meeting (40 min in length) with administration and LLT to discuss ongoing issues, professional learning provided by the LLT and generated through the PLC, in addition, teachers will also meet separately with their grade level during one prep (40 min in length) to discuss data/ssues pertinent to that particular grade level. During this second prep, teachers have also done CCSS activities in creating PAs and accompanying units. All grade level are composed of general ed. classroom teachers, special education teachers (where appropriate) and Bilingual teachers (where appropriate). In addition, within that grade level there will be a minimum of one ILT member. At the beginning of the year, every classroom created meeting norms that are followed from week to week throughout the year. Vertical Math and Science meetings take place on a monthly basis or more frequently when deemed necessary by either team. The	
	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.	As of this year, professional development for teachers has been school-wide as determined by our TOA. PD and coaching is a regular fixture in every Professional Learning Cycle. The network has also provided additional support with regards to PD and coaching which has been strongly recommended, but participation has not been mandated. Support with regards to both PD and Coaching for specific individual teachers has been provided on an as needed basis, with requests being generated by the individual teachers themselves or as a result of observation conferences between administration and individual teachers. New teachers participate in PD through district-wide induction programs and initiatives. Peer coaching and closed classroom visitations/observations have generated instructional coaching, on an as-needed basis throughout the school year.	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	***High expectations & College-going culture***	--->		**2**
	• 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	Most teachers reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. Castellanos continues to participate in the Gear-Up Program for the middle school. We also have Career Day for all middle school students each year. College visitation programs for 8th grade students and a program for parents to visit various campuses throughout the year have seen visits to DePaul University, Loyola University, University of Illinois and ISU, to name a few. A professor from Columbia College provides an after-school	
	Relationships	--->		**2**
	• 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.	PBIS program has been in-place this year which has resulted in a reduction of Tier 1 and Tier 2 behavior infractions and disciplinary reports. Students with disabilities are included in curricular and extra-curricular activities through inclusion throughout all grade levels. The value of home language and culture is not only witnessed within the classroom but is embedded within the school culture. All students participate in a weekly advisory program developed and taught by the resource teachers.	
	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.	While the school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds upon positive behavior (PBIS), has been in place since the beginning of the year, a more appropriate step-by-step approach based upon positive behavior has evolved throughout this school year. We have published this new comprehensive school-wide approach early April. While there has always been a school-wide approach in place, a few teachers have	

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*** --->			**3**
	• 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.	Principal, through the LSC venue, has made presentations to Parents/Families at the beginning of the year about last-year's ISAT data both in Spanish/English. Subsequent presentation to the LSC included a CCSS presentation that included an understanding of the breadth and depth of the standards, SCANTRON Fall/Winter results, AYP, and the District Performance Policy. Teachers have also participated in disseminating expectations for achievement throughout the year at the Open House Parent Night, Report Card Pick-Up Day/Parent & Teacher conferences. ISAT requirements for students takes place on the annual ISAT Parent Night.	
	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 staff participate in two-way communication in an ongoing basis with parents to unite stakeholders in supporting their child both academically and behaviorally. This takes place during Report Card Pick-Up times, before school/after school, teacher preparation time and by special appointment. Communication also takes place on an as-needed basis. Whenever these meetings take place, they are always conducted in both Spanish and English. Daily	
	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.	Castellanos, in cooperation with the Community School Program, have increased and diversified the number of parent and community participants in programs that will enrich their own lives, as well as their children's lives. This year we have offered to parents and the community computer literacy classes, ESL, GED, Nutrition and Exercise, Arts and Crafts (crochet, sewing, knitting, flower-making), opportunities for leadership on committees (Community School Advisory, LSC, NCLB, BAC, CIPW team). We have continued with family events like the Family Reading Night, ISAT parent night, High School transitioning, shadowing. During open house, step-by-step demonstration in the use of the student	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**2**
	• 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.	Several teachers/support personnel have participated in the Homebound Teaching Program when students, due to physical incapacity, have not been able to participate in academic instruction at the school. A special program directed at 6th grade female students was designed to teach/support students with regards to Bullying at school or at home (Character Building). Our	
6: College and Career Readiness Supports	*College & Career Exploration and election*	-->		**2**
	• 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.	Annual Career Day exposes 6th-8th grade students to various careers in the workforce. In addition, all 8th grade students are required to research entrance into the college of their choice. A research paper and presentation are required during this project. Field Trips arranged throughout the year at area colleges expose	
	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.	Currently we have 22 students participating in an Algebra class that will grant passing students with High School credit. This year we have initiated a pre-algebra class to prepare more student eligibility into the Algebra course. Information workshops for both parents and students regarding high school and college credit have been facilitated through our Community School affiliate.	
	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.	Remediation occurs before and after school with our Homework Help program in all grade levels. Additional remediation in Reading and Math for 4th grade students occurs before school. Enrichment classes in Math are before school and address students in all grade	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	--->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students do not participate in college and career ready assessments.	
	College & Career Admissions and Affordability	--->		**1**
	• 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.	Aside from the research projects that 8th grade students create on a school of their choice which addresses both admission requirements and cost, students do not participate in college and career admission and affordability.	
	Transitions	--->		**2**
	• 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.	Incoming 4th graders attend a half-day orientation to help student transition to Castellanos. Activities include meeting the 4th grade teachers, taking a tour of the new school and a scavenger hunt. Last year, 5th grade students and their parents were invited to a Middle School Open House which addressed issues to help students transition from intermediate to middle school. An annual Field Trip/Orientation to Farragut High School (our feeder high school) helps introduce the students to high school living. 8th Grade Teachers offered an open house for 7th grade students and their	

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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.	Allocation of discretionary funding is aligned with Castellanos' needs and priorities set forth in previous SIPAAA Reports. Student/teacher needs are met through instructional resources. We align our resources to students' needs by reducing class size in three different grade levels by purchasing three teaching positions. Additionally, we have purchased a truant officer and a clerk that aide us in daily operations. Rosario Castellanos Community School has provided programs that first and foremost address the academic needs of our entire student population before the addition of any arts programs. All of our before and after school	
	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.	To date, all hiring has been done after a vacancy or expected vacancy is identified. Nearly all applicants have little or no prior connection to the school. The rigorous interview process contains a team of teachers and administration. A protocol has been in place to question the candidates, as well as classroom demonstrations to assess the expertise, philosophy and commitment of the candidates. The teams for the interview process are comprised of teachers who are master teachers in the area in which candidates are being interviewed.	
	Use of Time	-->		**3**

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
• 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.	While the school's schedule is designed based on the number of minutes per subject or course, intervention for struggling students and enrichment for advanced student happens before and school in both reading and math. Teachers are provided with a 5-prep school week with one preparation period devoted to professional development based upon our TOA and one preparation period devoted to meeting in teacher teams. Teachers have 3 prep periods that are unstructured, however, many grade level teachers use this time for additional student planning.	

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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

With the focus of increasing Reading scores at every grade level and ensuring student growth throughout the entire school year which will ultimately prepare our students for college and career readiness, we have come to the understanding of the need for unification and reflection of instructions through minilessons and examination of rigor in our instruction, as well as student work, to allow us and our students to make the substantial growth to master the Common Core Standards.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers will effectively use the architecture of minilessons as part of daily instruction in language arts (reading and writing workshop). Teachers will use a modified Minilesson format (based in explicit modeling) for Math, Social Studies and Science as determined by the content-specific teachers. The objectives for daily minilessons will come from units developed from the CCSS-L with a focus on using complex texts and rigorous tasks as measured by the DOK.	For several years Reading ISAT scores have reported little growth at Castellanos. Typically summative scores improves in 6th grade and up but at Castellanos we have seen a dip in scores from 5th grade to 6th grade. Also, when an instructional walk-through took place in early September, every classroom had a different instructional focus and different curriculum. The school-wide implementation of minilessons into reading instruction and continued work around aligning CCSS curriculum in literacy will result in equity of instruction throughout each grade level and give teachers a pedagogical foundation for their instruction .
2	Teachers will continue to develop unit plans using the backward design approach to standards-based planning with a focus on the DOK and developing high-level tasks for students to engage in daily and in long term writing/ research projects in reading, writing, social studies and science utilizing complex texts.	With the adoption of the CCSS, unpacking of the standards, grouping the standards in order to create Performance Assessments as a springboard from which units of study are generated our grade-level teams are ready to improve their units. This opens the opportunity for the examination of rigor not only in the Performance Assessments but also in daily tasks resulting in improved student performance outcomes.
3	Teachers will begin to use BAS diagnostic assessment to identify students' reading levels to provide more targeted reading instruction in small groups. The intent with this priority is to utilize BAS for students reading below grade-level in 6-8 grades to inform tier-one instruction and intervention strategies.	In order to better service our students ifor literacy, identification of a student's reading level will assist teachers in providing instructional support for each individual student. This priority will also allow students to read materials at their current level leading to their ability to read more complex text through targeted instruction. This priority will support independence for our learners regardless of their diverse needs (ELL, SPED, etc). By utilizing a diagnostic assessment (ie. BAS) we will also identify the materials and resources needed for instruction.

4	We will select and implement a Bilingual Pathway in alignment with our feeder school.	By aligning our Bilingual program model with Cardenas, our students' transition will be better supported through continuity and continued collaboration. By bulidng a strong relationship with our feeder school around this priority, we will improve our current program model and better use language proficiency data to align our resources (personnel and monetary) to better service our bilingual students.
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
Teachers will effectively use the architecture of minilessons as part of daily instruction in language arts (reading and writing workshop). Teachers will use a modified Minilesson format (based in explicit modeling) for Math, Social Studies and Science as determined by the content-specific teachers. The objectives for daily minilessons will come from units developed from the CCSS-L with a focus on using complex texts and rigorous tasks as measured by the	For several years Reading ISAT scores have reported little growth at Castellanos. Typically summative scores improves in 6th grade and up but at Castellanos we have seen a dip in scores from 5th grade to 6th grade. Also, when an instructional walk-through took place in early September, every classroom had a different instructional focus and different curriculum. The school-wide implementation of minilessons into reading instruction and

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide Professional Development for new teachers and struggling teachers in the study of pedagogy - minilessons	Professional Development	All	ILT and Network coach	Summer 2012	On-going		Bucket # 465699 -$6,793 to pay for PD for teachers to analyze data and to take instructional decisions
Ongoing Professional Development/Observations for teachers outside of classroom on minilessons inside/outside school	Professional Development	All	ILT, Principal, Assistant Principal	On-going	On-going		bucket # 465696 - $8,368 to pay for subs to go to other schools approx. 2 visits per teacher
Development of strategies for minilessons on writing about reading	Instruction	All	ILT, Network Coach, Principal, Assistant Principal	On-going	On-going		Bucket # 465730 -$5,072 content area teachers to analyze data and align instruction. #457402 - $12,681 for PD after school hours for teachers for Reading
Conduct teachers observations of other teacher minilessons on writing	Instruction	All	ILT, Network Coach, Principal, Assistant Principal	On-going	On-going		bucket # 465696 - $8368 to pay for subs to go to other schools approx. 2 visits per teacher
Purchase additional resources for Professional library on writing/reading workshop minilessons	Supplies	All	ILT, Principal, Assistant Principal	On-going	On-going		fund # 115 $5,000 Lucy Calkins Reading Workshop Series. Scholastic Magazine for Social Studies, Math, Science, Reading $9000
Equip classrooms with leveled libraries (4-5)	Instructional Materials	All	ILT, Principal, Assistant Principal	On-going	On-going		fund # 225 - $57,920 Reading bundles for classroom leveled libraries including special education and bilingual students
Purchase classroom library materials to Increase the amount of fiction and special emphasis on non-fiction books in classroom libraries (6-8)	Instructional Materials	All	ILT, Principal, Assistant Principal	On-going	On-going		fund # 225 - $57,920 Reading bundles for classroom leveled libraries including special education and bilingual students. Scholastic Magazine for Social Studies, Math, Science, Reading $9000
Purchase a Professional resource DVD library on minilesson structure/presentation	Professional Development	All	ILT, Principal, Assistant Principal	On-going	On-going		Lucy Calkins Reading Workshop Series $5000
Ongoing purchase of materials needed by teachers for minilessons, as well as gathering space	Instructional Materials	All	ILT, Principal, Assistant Principal	On-going	On-going		fund # 225 - $5,000
Teachers will examine the rigor of scaffolding strategies (minilessons in a unit) to the DOK as they lead to a higher level activity in a Performance Task or Performance Assessment	Professional Development	All	ILT, Network Coach, Principal, Assistant Principal	On-going	On-going		Bucket # 465730 -$5,072 content area teachers to analyze data and align instruction

Strategic Priority 1

Content/Grade Level Data Analysis	Instruction	All	ILT, Network Coach, Principal, Assistant Principal	On-going	On-going		Bucket # 465699 -$6,891 to pay for PD for teachers to analyze data and to take instructional decisions . bucket # 465696 - $8,368 to pay for subs to go to other schools approx. 2 visits per
Maintenance contract to allow teachers additional copies for teaching resources/ink for classroom printers 1X	Instructional Materials	All	ILT, Principal, Assistant Principal	On-going	On-going		fund #225 $2,629 To purchase copy machine maintenance contract to provide materials for classrooms including special education and bilingual students
Conference fees for teachers in content areas for implementation of CMSI	Professional Development	All	ILT, Principal, Assistant Principal	On-going	On-going		bucket # 466080 - $4,667, bucket #466082 - $4159, Extended day for all 4th & 5th grade Math teachers to attend CMSI PD, Extended day for all Science teachers in grades 4th & 5th for CMSI PD

CIWP

2012-2014 Continuous Improvement Work Plan

Rosario Castellanos Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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
Teachers will continue to develop unit plans using the backward design approach to standards-based planning with a focus on the DOK and developing high-level tasks for students to engage in daily and in long term writing/ research projects in reading, writing, social studies and science utilizing complex texts.	With the adoption of the CCSS, unpacking of the standards, grouping the standards in order to create Performance Assessments as a springboard from which units of study are generated our grade-level teams are ready to improve their units. This opens the opportunity for the examination of rigor not only in the Performance Assessments but also in daily tasks resulting in improved student performance outcomes.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers to plan together at grade level to develop unit plans in Language Arts Reading/Writing	Instruction	All	ILT, Network Coach, Principal, Assistant Principal	On-going	On-going		bucket # 465730 - $5,072 to analyze data and align instructions. #465696 $8,368 to provide subs to allow teachers to support grade level instructional decisions through Data analysis across content areas
Develop a sub-committee to oversee the development of writing units/allow meeting time	Instruction	All	ILT, Network Coach, Principal, Assistant Principal	Quarter 1	On-going		Bucket # 468519 - $5,580 - To fund writing extended day PD for teachers
Teachers will continue their study of rigor through text complexity examining student work and Performance Assessments using the DOK by professional reading and Professional Development	Professional Development	All	ILT, Network Coach, Principal, Assistant Principal	On-going	On-going		bucket # 465730 - $5,072 PD of the study of rigor through text complexity
Achieve 3000 will be utilized as a resource for minilesson/unit PAs planning, as well as a remediation/enrichment source	Instructional Materials	All	ILT, Principal, Assistant Principal	On-going	On-going		fund # 332 Achieve 3000 $40,000 To purchase Achieve 3000 as a tool for acceleration and intervention including special education and bilingual students
Content Area Teachers to analyze rigor and work on minilesson objectives	Professional Development	All	ILT, Network Coach, Principal, Assistant Principal	Quarter 1	On-going		bucket # 465730 - $5,072. bucket # 457402 $12,681 . After school PD for Reading
To allow teacher to provide enrichment AP Algebra classes for 8th grade students	Instruction	Other student group	Principal, Assistant Principal, Algebra teacher	Quarter 1	Quarter 4		Bucket # 465131 - $12,282Extended day for AP Algebra classes

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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
Teachers will begin to use BAS diagnostic assessment to identify students' reading levels to provide more targeted reading instruction in small groups. The intent with this priority is to utilize BAS for students reading below grade-level in 6-8 grades to inform tier-one instruction and intervention strategies.	In order to better service our students ifor literacy, identification of a student's reading level will assist teachers in providing instructional support for each individual student. This priority will also allow students to read materials at their current level leading to their ability to read more complex text through targeted instruction. This priority will support independence for our learners regardless of their diverse needs (ELL, SPED, etc). By

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for administering diagnostic assessment and using the Continuum for Literacy learning to plan for instruction.	Professional Development	Other student group	LLT,Principal, Assistnt Principal, 4th and 5th Grade teachers	Quarter 1	Quarter 1		Bucket # 465699 -$6,891 to pay for PD for teachers to analyze data and to take instructional decisions
Grade level bands will have their own reading diagnostic assessment to further articulation with feeder school.	Instructional Materials	Other student group	LLT,Principal, Assistnt Principal, 4th and 5th Grade teachers	On-going	On-going		Bucket # 465699 -$6,891 to pay for PD for teachers to analyze data and to take instructional decisions
Classrooms will be equipped with leveled libraries to support student learning using student data to inform purchase decisions	Instructional Materials	All	ILT, Principal, Assistant Principal	On-going	On-going		fund # 225 - $57,920 Reading bundles for classroom leveled libraries including special education and bilingual students. Scholastic Magazine for Social Studies, Math, Science, Reading $9000
Professional Development for teachers implementing the reader's and writer's workshop .	Professional Development	All	ILT, Network Coach, Principal, Assistant Principal	On-going	On-going		Bucket # 465699 -$6,891 to pay for PD for teachers to analyze data and to take instructional decisions
Professional Development for use of level libraries will be provided to every grade teacher.	Professional Development	Other student group	ILT, Network Coach, Principal, Assistant Principal	On-going	On-going		$5,072- Bucket # 465730
Each teacher will conduct this diagnostic assessment during the Language Arts period 2-3 times throughout the school year.	Instruction	Other student group	LLT,Principal, Assistnt Principal, 4th and 5th Grade teachers	On-going	On-going		Bucket #466004 - $2,573 for extended day for teachers to work in curriculum development
Replentish basal materials 4-5 SCRMA	Instructional Materials	Other student group	LLT,Principal, Assistnt Principal, 4th and 5th Grade teachers	Quarter 1	On-going		Fund #115 $10,000 To replenish textbooks for SCRMA including special education and bilingual students

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
We will select and implement a Bilingual Pathway in alignment with our feeder school.	By aligning our Bilingual program model with Cardenas, our students' transition will be better supported through continuity and continued collaboration. By bulidng a strong relationship with our feeder school around this priority, we will improve our current program model and better use language proficiency data to align our resources (personnel and monetary) to better service our bilingual students.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Articulation meetings lead by Network between 3rd and 4th grade teachers in literacy	Instruction	All	Cardenas 3rd grade teachers. Castellanos 4th grade teachers and network literacy coach.	Quarter 1	Quarter 4		This activity is to take place quartely
Data from Cardenas to inform student placement and instructional decisions	Instruction	All	All teachers, LLT, Principal, Assistant Principal	Summer 2012	Summer 2013		

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