



2012-2014 Continuous Improvement Work Plan

Thomas Chalmers Specialty Elementary School

Austin-North Lawndale Elementary Network

2745 W Roosevelt Rd Chicago, IL 60608

ISBE ID: 150162990252128

School ID: 609851

Oracle ID: 22671



Mission Statement

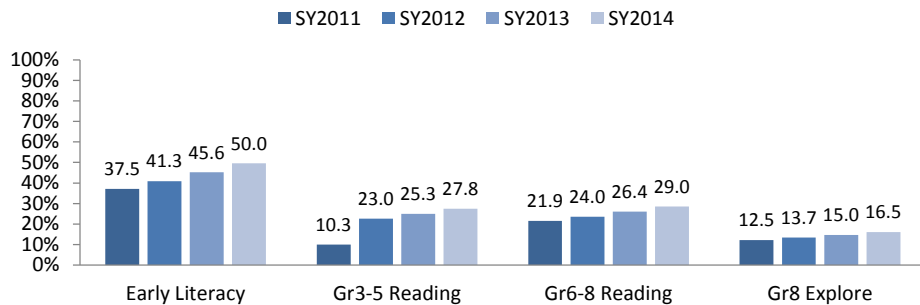
Thomas Chalmers School believes that all children are capable of success in the core curricular areas of Reading, Writing, Mathematics, Science and Social Science. We can facilitate the success of our students through the implementation of Common Core State Standards and the provision of interventions. Our grade cluster teams work with parents and external partners to guide our students as they learn during the school day, in extended learning programs, and at home. Our curriculum emphasizes literacy, critical thinking and problem solving. We support students' social-emotional development through cooperative learning, Kids at Hope and Positive Behavior Intervention Strategies. We also provide enrichment opportunities families in the arts, health and fitness, technology and sports.

Strategic Priorities

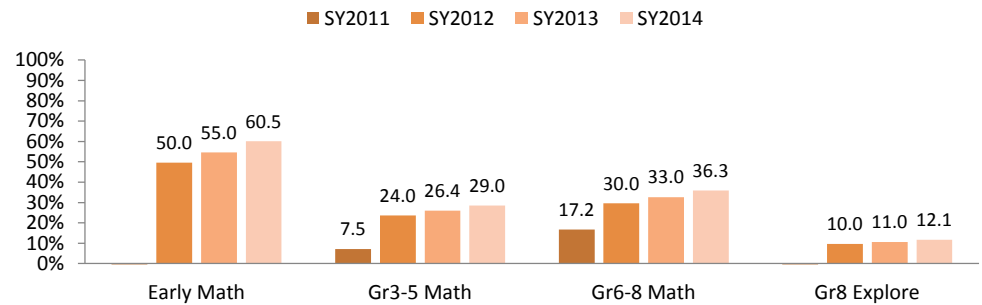
1. Strengthen implementation of Common Core curricular in Literacy and Mathematics as an Early Adopter School.
2. Ensure all teachers are differentiating instructional strategies in Response to Intervention.
3. Improve Student Science Instruction and Achievement to prepare students to meet the rigorous requirements of College and Career Readiness.
4. Facilitate a school climate and culture conducive to accelerated student achievement and College and Career Readiness.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Thomas Chalmers Specialty 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
Dr. Kent Nolen	Principal
Bobbie Banks	Assistant Principal
Rochelle Porter	Classroom Teacher
Ricarda Sanders	Classroom Teacher
Larry Smart	Classroom Teacher
Stephanie Wilbourn	Classroom Teacher
Veronica Bradley	LSC Member
Jay Oesterreicher	Special Education Faculty
Christine Decatus	Counselor/Case Manager



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	37.5	41.3	45.6	50.0		Early Math % of students at Benchmark on mClass	NDA	50.0	55.0	60.5
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	10.3	23.0	25.3	27.8		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	7.5	24.0	26.4	29.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	35.8	57.0	62.7	68.9		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	12.8	56.0	61.6	67.7
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.9	24.0	26.4	29.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	17.2	30.0	33.0	36.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.6	69.0	75.9	83.4		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	31.4	58.0	63.8	70.1
8th Grade										
Explore - Reading % of students at college readiness benchmark	12.5	13.7	15.0	16.5		Explore - Math % of students at college readiness benchmark	0.0	10.0	11.0	12.1



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.4	95.0	96.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	3.4	3.4	3.0	3.0

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	57.0	62.7	68.9	75.7		ISAT - Reading % of students exceeding state standards	4.9	10.0	11.0	12.1
ISAT - Mathematics % of students meeting or exceeding state standards	54.9	59.4	65.3	71.8		ISAT - Mathematics % of students exceeding state standards	2.1	12.1	13.3	14.6
ISAT - Science % of students meeting or exceeding state standards	27.0	29.7	32.6	35.8		ISAT - Science % of students exceeding state standards	0.0	10.0	11.0	12.1

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->				2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>By June 2012, +10% increase in number of students Meet/Exceed ISAT Reading standards from 57% to 62.7%.</p> <p>By June 2012, +10%increase in the number of students Meet/Exceed ISAT Mathematics standards from 54% to 59.4%.</p> <p>By June 2012, +10% increase in the number of students Meet/Exceed ISAT Science standards from 27% to 29%.</p> <p>Chalmers has a theory of action which was originally developed during the 2010-2011 School Year. It contains clear achievement goals, Key Levers for Professional Learning System, Results Oriented Leadership and School Climate. Further, this Theory of Action outlines metrics for monitoring school improvement in the areas of</p>		
Principal Leadership ----->					3
<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>We have continued work toward strengthening our Common Core curricula in Reading, Writing and Mathematics. Clinical observations ensure all teachers are using differentiated instructional strategies in Core Content(Reading, Math, Science, and Social Studies). We have implemented a comprehensive assessment system(BOY/MOY/EOY Scantron and MClass, as well as formative classroom assessments). Further, teachers continue participation in Early Adopter Professional Development Series and use weekly grade cluster collaboration to analyze data, plan instruction, and share feedback on lessons.</p>			

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>We have one teacher per grade level, grades Kindergarten through 8th. Decisions are routinely made through collaboration. Teachers have multiple roles outside the classroom and include (but are not limited to):</p> <ul style="list-style-type: none"> ILT Membership Grade Cluster Teams Response to Intervention Team Local School Council Membership IEP Team Membership Textbook Adoption Committee Staff Development Team School Improvement Team 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 			2
<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 			
<p>Monitoring and adjusting -----></p> <ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 			2
<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 			
<p>In addition to analysis of formative classroom assessment data and alphanumeric grades, our Instructional Leadership Team analyzes BOY/MOY/EOY Mclass and Scantron Data. Significant standard deviations are identified and given further scrutiny to redress improvement initiatives and next steps. These processes are articulated in our theory of action and are ongoing.</p>			

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Each teacher, one per grade level Kindergarten through 4th and Middle School Reading 5th through 8th, have year-long scope and sequence which is spiraled to repetatively redress the Common Core State Standards across a number of genres. As an Early Adopter Lead School, our teachers have the opportuntiy to work with other grade-like teachers from other Early Adopter Schools to collaboratively develop Quarterly Curriculum Maps and weekly lesson plans/unit maps.</p> <p>Primary and supplemental instructional resources are newly adopted for each grade level, are also aligned to the Common Core State Standards, and offers a wealth of opportunity for intervention and differentiation.</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Each teacher, one per grade level Kindergarten through 4th and Middle School Reading 5th through 8th, have year-long scope and sequence which is spiraled to repetatively redress the Common Core State Standards across a number of genres. As an Early Adopter Lead School, our teachers have the opportuntiy to work with other grade-like teachers from other Early Adopter Schools to collaboratively develop Quarterly Curriculum Maps and weekly lesson plans/unit maps.</p> <p>Primary and supplemental instructional resources are newly adopted</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>School-wide , grade cluster, classroom and individual student data is organized and available to all who need it immediately after each assessment.</p> <p>Our comprehensive assessment system includes BOY/MOY/EOY Mclass and Scantron Reading and Math, Formative Classroom Assessments, Illinois Standard Achievement Test, and EXPLORE for 8th grade students.</p> <p>Formative Classroom Assessments include authentic student work, constructed response, and performance tasks aligned to the Common Core State Standards.</p> <p>With regard to Students with Disabilities, all assessments are administered in accordance with accommodations and modifications requisite in their Individual Education Plan, and are listed on weekly lesson plans.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Amongst varying instructional methodology teachers employ to assure student comprehension, each teacher scaffolds instruction through modeling(I DO), guided instruction(WE DO), and independent practice(YOU DO).</p> <p>Each teacher uses cooperative learning and student-to -student grouping configurations to engage students in meaningful and challenging tasks.</p> <p>Each teacher provides opportunities for students to apply academic language skills in all content areas.</p> <p>Each teacher differentiates instruction for students with various learning styles and needs.</p> <p>Each teacher articulates and places in writing on his/her whiteboard, daily objectives aligned to Common Core State Standards and regularly assesses student comprehension of of daily objectives.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Our school has a systematic and layered approach to intervention that ensures students receive targeted assistance that is based on the results of student data. Interventions include in-class, small group instruction, push-in support provided by specialist, and additional supports outside the classroom.</p> <p>Individualized web-based intervention is also incorporated into the weekly delivery of instruction for intervention as well as acceleration.</p>	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>As an Early Adopter School, our primary Professional Development focus has been on effective implementation of the Common Core State Standards. Our teachers attend ongoing Early Adopter Professional Development in concert with Chicago Public Schools Office of Instruction. This relationship includes quarterly grade level release of teachers to train collaboratively with other Early Adopter School at their respective grade level. Principals also attend ongoing collaborative professional development sessions with principals of Early Adopter Schools.</p> <p>Other Professional Development topics include effective classroom management/Foundations Training, Assessment Systems, and Using</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Our time distribution chart affords our grade cluster teachers the opportunity to collaboratively meet weekly to plan lessons, and analyze data. Each meeting operates under established norms emphasizing equity of voice, and collective responsibility. Teachers are open and honest on what to strengthen, they provide honest and specific feedback, and they push each other.</p> <p>Teachers plan instruction using Mclass, Scantron, and formative assessment data.</p> <p>Teachers regularly pause to reflect and refine practice in order to better engage students and improve learning outcomes.</p> <p>Teachers backwards plan towards mastery of grade-level standards, plan clear and measurable objectives for lessons, carry out instruction as planned, and plan opportunities for students to demonstrate what they have learned within each lesson.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Teachers receive differentiated in-class support from Austin North Lawndale Network based on need.</p> <p>The instructional coaching cycle includes a pre-conference, observation, and post-conference.</p> <p>New teachers receive district-sponsored induction.</p> <p>With regard to the implementation of the Common Core State Standards, teachers receive instructional coaching from Chicago Public Schools Office of Instruction.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Our school counselor and few faculty members engage students and their parents in conversation about application to selective enrollment schools.</p> <p>Paradigm shift underway to encourage a culture of college and career ready.</p> <p>The Early Adoption of the Common Core State Standards affords curriculum articulation with High Schools.</p>	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Our small school environment provides every child at least one adult advocate who knows the child and family and provides support in goal attainment.</p> <p>Behaviorally challenged students are afforded mentors in concert with our external partners from A Safe Haven Foundation.</p> <p>All students with disabilities participate in all school activities and receive instruction in the least restrictive environment.</p> <p>We have a monocultural demographic yet infuse multicultural experiences within daily instruction and field trips.</p>	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>We have collaboratively developed uniform school rules which are posted in common areas, inside each classroom, and taught throughout the school year.</p> <p>Student discipline is handled in accordance with Chicago Public Schools Student Code of Conduct and is progressive in nature.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Communication on academic performance, intervention, acceleration, and school functions are made through multiple mediums to our stakeholders and include weekly bulletins, electronic billboard, telephonic communications, parent meetings, and assemblies.</p> <p>Teachers routinely communicate with students and parents on goal setting, goal attainment, academic achievement, and interventions.</p> <p>Attendance has risen from 240 to over 300 students from 2010-2011 school year to 2011-2012 school year.</p> <p>Our counselor works with 7th and 8th grade students and their parents in consultation about selective enrollment school options.</p>	
	Ongoing communication ----->			2
<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Discourse between teacher and parent, parent and teacher, student and teacher, teacher and student, student to student, as well as Administration/Counselor/Case Manager in and amongst aforementioned parties is routine and consistent.</p>		
Bonding ----->			2	
<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Our school presents a welcoming environment to all community stakeholders.</p> <p>We have a Parent Center open to the community each operational hour the school is open.</p> <p>Parent Advisory Counsel members routinely sponsor workshops open to parents and community members to showcase our school.</p> <p>Assemblies are routine and open to all school community stakeholders.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>We are partnered with A Safe Haven Foundation, Mount Siani Hospital to provide specialized support to families.</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>Our school hosts visits from agents representing various careers to make presentations to our student population. A cohort of our students travel weekly to Deloit Accountants downtown Chicago for tutorials. Students are afforded field trip experiences.</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Our school provides opportunities for students to visit choice high schools armed with two years exposure to Common Core State Standards. Students are afforded opportunity to participate in weekend academic programs offered by the University of Illinois Chicago. Our administration and counselor escort students to high school admission interviews.</p>		
Enrichment & Extracurricular Engagement ----->			2	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>In partnership with Chicago Communities in Schools and Chicago Scores, all children are afforded opportunities to participate in before and afterschool academic, extracurricular, and enrichment opportunities.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Students deemed College and Career Ready are celebrated and their performance is displayed in common areas in the building.	
	College & Career Admissions and Affordability ----->			2
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	Consultation centering on selective high school enrollment is ensuing. Along with the link between attendance at selective enrollment high schools and the increase in the probability of college and career success.	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Collaborative planning amongst grade cluster teams ensures smooth transitions of all students from grade to grade. Counseling with 8th grade students and their parents to assure smooth transition to high school is ongoing.	

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 ----->				2
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Our descriptionary resources are aligned to our priority goals of Reading, Math, and Science improvement as well as improvement of the school climate and culture.</p> <p>Our partnership with Chicago Communities in Schools, Chicago Scores, and A Safe Haven Foundation produces resources which allows us to offer before and after-school enrichment, extracurricular, and academic offerings.</p> <p>All expenditures can ultimately be linked to student achievement growth.</p>		
	Building a Team ----->				2
<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Our school hires, when necessary, through a collaborative process. We host student teachers, staff volunteers, and external partners which gives us a pool of potential leads for vacancies when and if they occur.</p> <p>Our collaborative hiring process involves multiple stakeholders and does afford the candidate to demonstrate instructional expertise.</p>			
Use of Time ----->				2	
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Our schedule and time distribution chart affords grade cluster teams collaborative meeting time on a weekly basis. It is differentiated between our primary, intermediate and middle grades classrooms as to afford interventions which are imbedded within the ordinary instructional day. We use technology to supplement our intervention and acceleration initiatives.</p>			

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

Thomas Chalmers School believes that all children are capable of success in the core curricular areas of Reading, Writing, Mathematics, Science and Social Science. We can facilitate the success of our students through the implementation of Common Core State Standards and the provision of interventions. Our grade cluster teams work with parents and external partners to guide our students as they learn during the school day, in extended learning programs, and at home. Our curriculum emphasizes literacy, critical thinking and problem solving. We support students' social-emotional development through cooperative learning, Kids at Hope and Positive Behavior Intervention Strategies. We also provide enrichment opportunities families in the arts, health and fitness, technology and sports.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Strengthen implementation of Common Core curricular in Literacy and Mathematics as an Early Adopter School.	With regard to our Professional Learning System, if we attend Early Adopter Professional Development Series; Use weekly grade cluster collaboration to analyze data, plan instruction, and share feedback on lessons; Attend Early Adopter grade level release days; improve the discourse between the Instructional Leadership Team and Grade Cluster Teams, and Continue 1:1 coaching and mentoring centered around Danielson's Framework for Instruction, then we will reach or exceed our student achievement goals.
2	Ensure all teachers are differentiating instructional strategies in Response to Intervention.	If we strengthen our implementation of Common Core curricula aligned to the CCSS in Language Arts and Mathematics; Ensure all teachers engage in PD on differentiating instructional strategies imbedded within the delivery of weekly instruction; Implement a comprehensive assessment system to include classroom performance tasks, BOY/MOY/EOY MClass, NWEA, and use data from this assessment system to inform planning and instruction, then we will reach or exceed our goals.
3	Improve Student Science Instruction and Achievement to prepare students to meet the rigorous requirements of College and Career Readiness.	If we strengthen our science instruction in accordance with CMSi at each grade level Kindergarten thru 8th; Ensure all teachers are differentiating instruction in concert with the use Science FOSS Kits; Continue work with Depaul University on FOSS Professional Development; Hold ALL faculty quantifiably accountable for 4th and 7th grade Science ISAT performance and Identify a Science Lead/ILT member, then we will reach or exceed our goal of 10% annual improvement of students meeting and exceeding standards as measured by the Illinois Standards Achievement Test in Science and The EXPLORE test in Science for 8th Grade.

4	Facilitate a school climate and culture conducive to accelerated student achievement and College and Career Readiness.	If we continue to implement Foundations centered Positive Behavioral Interventions and Supports; implement parent volunteerism on a more regular basis; provide performance incentives to reward sustained student achievement, and continue to offer students before and afterschool enrichment, then we will reach or exceed our goal to move from Average or Week to Strong or Very Strong as measured by the My Voice, My School Survey.
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
Strengthen implementation of Common Core curricular in Literacy and Mathematics as an Early Adopter School.	With regard to our Professional Learning System, if we attend Early Adopter Professional Development Series; Use weekly grade cluster collaboration to analyze data, plan instruction, and share feedback on lessons; Attend Early Adopter grade level release days; improve the discourse between the Instructional Leadership Team and Grade Cluster Teams, and Continue 1:1 coaching and mentoring centered around Danielson's Framework for

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze 2011-2012 ISAT Reading Data	ILT/ Teacher Teams	All	ILT	Summer 2012			
Administer BOY Mclass Reading	Instruction	Other student group	Primary Teachers	Quarter 1			
Progress Monitor/TRC	Instruction	Other student group	Primary Teachers	On-going			
Administer BOY NWEA/Scantron	ILT/ Teacher Teams	Other student group	3rd thru 8th Grade Teachers	Quarter 1			
Submit Curriculum Maps Aligned to CCSS Reading	Instruction	All	K thru 8th Teachers	Summer 2012			
Submit Weekly Lesson Plans	Instruction	All	K thru 8th Teachers	On-going			
Display Authentic Student Work	Instruction	All	K thru 8th Teachers	On-going			
Administer MOY Mclass Reading	Instruction	Other student group	Primary Teachers	Quarter 3			
Administer MOY NWEA/Scantron Reading	Instruction	Other student group	3rd thru 8th Grade Teachers	Quarter 3			
Analyze BOY/MOY NWEA/Scantron/Mclass Data	ILT/ Teacher Teams	All	Cluster Teams	Quarter 3			
Conduct Bi-Weekly ILT PM Meetings	ILT/ Teacher Teams	All	Principal	On-going			



Strategic Priority 1

Administer Practice EXPLORE	Instruction	Other student group	Middle School Teachers	Quarter 3			
Requisition Supplemental Reading Materials	Instructional Materials	All	Principal, AP, Clerk	Summer 2012			
Lease Additional Technological Reading Resources	Equipment/Technology	All	Principal, AP, Clerk	Summer 2012			
Administer EOY Mclass Reading	Instruction	Other student group	Primary Teachers	Quarter 4			
Administer EOY NWEA/Scantron Reading	Instruction	Other student group	3rd thru 8th Grade Teachers	Quarter 4			
Administer EXPLORE	Instruction	Other student group	Middle School Teachers	Quarter 4			
Conduct Clinical Classroom Visitations(REACH Students) and Provide Instructional Feedback	Instruction	All	K throu 8th Grade Teachers	On-going			
Facilitate Full-Time Kindergarten Position	Instruction	Other student group	Principal, Porter	Summer 2012			
Facilitate CCSS Reading Professional Development	Professional Development	All	Principal, ANL	On-going			

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
Ensure all teachers are differentiating instructional strategies in Response to Intervention.	If we strengthen our implementation of Common Core curricula aligned to the CCSS in Language Arts and Mathematics; Ensure all teachers engage in PD on differentiating instructional strategies imbedded within the delivery of weekly instruction; Implement a comprehensive assessment system to include calssroom performance tasks, BOY/MOY/EOY MClass, NWEA, and use data from this assessment system to inform planning

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze 2011-2012 ISAT Mathematics Data	ILT/ Teacher Teams	All	ILT	Summer 2012			
Administer BOY Mclass Math	Other	Other student group	Primary Teachers	Quarter 1			
Progress Monitor/TRC	Instruction	Other student group	Primary Teachers	On-going			
Administer BOY NWEA/Scantron Mathematics	ILT/ Teacher Teams	Other student group	3rd thru 8th Grade Teachers	Quarter 1			
Submit Curriculum Maps Aligned to CCSS Math	Instruction	All	K thru 8th Teachers	Quarter 1			
Submit Weekly Lesson Plans	Instruction	All	K thru 8th Teachers	On-going			
Display Authentic Student Work	Instruction	All	K thru 8th Teachers	On-going			
Administer MOY Mclass Mathematics	Instruction	Other student group	Primary Teachers	Quarter 3			
Administer MOY NWEA/Scantron Mathematics	ILT/ Teacher Teams	Other student group	3rd thru 8th Grade Teachers	Quarter 3			
Analyze BOY/MOY NWEA/Scantron/Mclass Data	ILT/ Teacher Teams	All	Cluster Teams	Quarter 3			
Conduct Bi-Weekly ILT PM Meetings	ILT/ Teacher Teams	All	Principal	On-going			



Strategic Priority 2

Administer Practice EXPLORE	Instruction	Other student group	Middle School Teachers	Quarter 3			
Requisition Supplemental Math Instructional Materials	Instructional Materials	All	Principal, AP, Clerk	Summer 2012			
Administer EOY Mclass Math	Instruction	Other student group	Primary Teachers	Quarter 4			
Administer EOY NWEA/Scantron Mathematics	Instruction	Other student group	Middle School Teachers	Quarter 4			
Administer EXPLORE	Instruction	Other student group	Middle School Teachers	Quarter 4			
Conduct Clinical Classroom Observations(REACH Students)and Provide Feedback	Instruction	All	Principal, AP	On-going			
Facilitate CCSS Mathematics Professional Development	Professional Development	All	Principal, ANL	On-going			
Develop and Implement Achieve 3000 Lab Schedule for Reading Acceleration and Intervention	Instruction	All	Technology Coordinator, Achievem 3000 Champion	Quarter 1			
Develop and Implement Apangea Lab Schedule for Mathematics Acceleration and Intervention	Instruction	All	Technology Coordinator, Apengea Champion	Quarter 1			
Monitor Achieve 3000 Usage	ILT/ Teacher Teams	All	ILT	On-going			
Monitor Apangea Usage	ILT/ Teacher Teams	All	ILT	On-going			
Create Student Data Binders	Instruction	All	K thru 8th Teachers	Quarter 1			
Monitor Student Data Binders	ILT/ Teacher Teams	All	ILT	On-going			



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 Student Science Instruction and Achievement to prepare students to meet the rigorous requirements of College and Career Readiness.	If we strengthen our science in struction in accordance with CMSi at each grade level Kindergarten thru 8th; Ensure all teachers are differentiating instruction in concert with the use Science FOSS Kits; Continue work with Depaul University on FOSS Professional Development; Hold ALL faculty quantifiably accountable for 4th and 7th grade Science ISAT performance and Identify a Science Lead/ILT member, then we will reach or exceed our goal

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Recruit and Retain Middle School Science Teacher	Staffing	All	Principal	Summer 2012			
Requisition Science Primary and Supplemental Texts	Instructional Materials	All	Principal, Science Lead Teacher	Summer 2012			
Requisition Science Supplies and Equipment	Instructional Materials	All	Principal, Science Lead Teacher	Summer 2012			
Facilitate Science/FOSS Professional Development	Professional Development	All	Principal, Science Lead Teacher	On-going			
Administer Science Pre-Assessment	Instruction	All	K-8th Facutly	Quarter 1			
Conduct Clinical Classroom Visitations(REACH Students) and Provide Feedback	Instruction	All	Principal, AP	On-going			
Facilitate Peer School/Classroom Visitation	Professional Development	All	Principal, Science Lead Teacher, K-4 Faculty	Quarter 2			
Conduct School-wide Science Fair	Instruction	All	K-8 Facutly	Quarter 3			



Strategic Priority 3



Strategic Priority 4

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

Strategic Priority Description	Rationale
Facilitate a school climate and culture conducive to accelerated student achievement and College and Career Readiness.	If we continue to implement Foundations centered Positive Behavioral Interventions and Supports; implement parent volunteerism on a more regular basis; provide performance incentives to reward sustained student achievement, and continue to offer students before and afterschool enrichment, then we will reach or exceed our goal to move from Average or Week to Strong or Very Strong as measured by the My Voice, My School

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Recruit Parent Volunteers	Staffing	All	Principal, AP	Summer 2012			
Facilitate PBIS Training for Parent Volunteers	Parental Involvement	All	AP	Summer 2012			
Provide Achievement Incentives	Supplies	All	Principal, AP, Counselor	On-going			
Provide After-school Student Enrichment Activities	After School/ Extended Day	All	AP, Counselor, External Partners	Quarter 1			
Provide Full-time Art/Music Instruction	Staffing	All	Principal, Music Teacher	Summer 2012			
Facilitate Foundations Training	Professional Development	All	All Faculty, Staff	On-going			
Host Guest Speakers on Climate and Culture Related Topics for Students, Parents, and Faculty	Instruction	All	Principal, AP, Counselor	Quarter 2			
Analyze 2011-2012 My Voice, My School Survey Data	ILT/ Teacher Teams	All	ILT	Quarter 1			
Administer 2012-2013 My Voice, My School Survey	Other	All	Counselor, K-8th Faculty	Quarter 3			
Develop and Implement Uniform School Rules	Instruction	All	School-wide Faculty and Staff	Quarter 1			
Monitor Disciplinary Referrals and Attendance, and Provide Necessary Supports and Interventions	Other	All	Principal, AP	On-going			
Analyze Available Data to Assess Fidelity of Foundations Implementation	ILT/ Teacher Teams	All	Principal, AP	On-going			



Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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