



2012-2014 Continuous Improvement Work Plan

Henry Clay Elementary School

Lake Calumet Elementary Network
13231 S Burley Ave Chicago, IL 60633
ISBE ID: 150162990252132
School ID: 609856
Oracle ID: 22731



Mission Statement

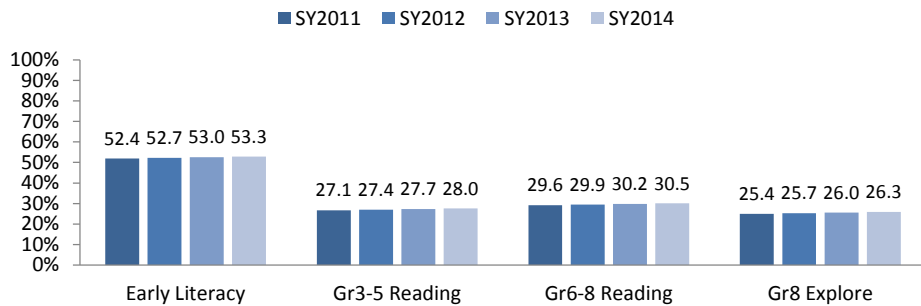
Clay School maintains high expectations for all. A partnership amongst home, school and school community promotes student success within a safe and supportive environment. Our educators utilize common instructional strategies and integrate literature and writing across a comprehensive and diverse curriculum. We challenge all students to achieve academic success in the least restrictive environment while developing personal and social growth.

Strategic Priorities

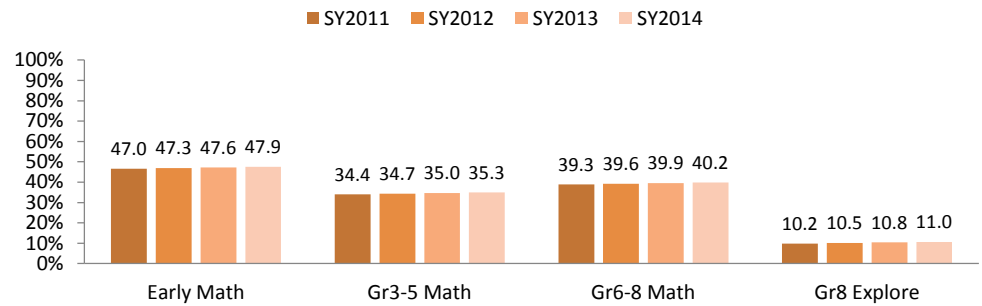
1. Increase Literacy Performance Goals scores by at least 0.3 in each of the sub groups druring the school year 2012-2013.
2. Increase Math Performance Goals scores by at least 0.3 in each of the sub groups druring the school year 2012-2013.
3. Increase effectivenss of the Instructional Leadership Team-ILT
4. Increase effectivenss of the Grade-Level Teams
5. Bilingual Program: Increase the Bilingual Student's acquisition of English as a Second Language.

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:	Henry Clay 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
Chris Pagnucco	Principal
Jennifer Laurincik	Assistant Principal
Edwin Acevedo	ELL Teacher
Susan Mercon	Special Education Faculty
Nada Milanovic	Assessment/Data Faculty
Angela Barrett	Classroom Teacher
Susan Stepek	Classroom Teacher
Leslie Hannah-Weems	Classroom Teacher
John Miklaszewski	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	52.4	52.7	53.0	53.3		Early Math % of students at Benchmark on mClass	47.0	47.3	47.6	47.9
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.1	27.4	27.7	28.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	34.4	34.7	35.0	35.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	42.0	42.3	42.6	42.9		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	48.0	48.3	48.6	48.9
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	29.6	29.9	30.2	30.5		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	39.3	39.6	39.9	40.2
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	37.1	37.4	37.7	40.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	54.8	55.1	55.4	55.7
8th Grade										
Explore - Reading % of students at college readiness benchmark	25.4	25.7	26.0	26.3		Explore - Math % of students at college readiness benchmark	10.2	10.5	10.8	11.0



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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	95.2	95.5	95.5	96.0					
					Misconducts Rate of Misconducts (any) per 100	6.0	5.0	4.0	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	69.0	69.0	69.3	69.6		ISAT - Reading % of students exceeding state standards	12.3	12.6	12.9	13.0
ISAT - Mathematics % of students meeting or exceeding state standards	77.0	77.3	77.6	77.9		ISAT - Mathematics % of students exceeding state standards	17.1	17.4	17.7	18.0
ISAT - Science % of students meeting or exceeding state standards	69.6	69.6	69.9	70.0		ISAT - Science % of students exceeding state standards	8.9	9.0	9.3	9.6

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>Clay school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness for all students-at the school, grade, and classroom levels. This has been accomplished through continuous grade level meetings and teacher collaboration including analyzing student assessment data and long term strategic planning. These goals along with the data analysis are presented and discussed at ILT meetings then brought to the grade level meetings as well as faculty meetings for further discussion and planning. Clay school has established a clear theory of action and strategic plan that outlines the school's priorities. Components of the plan are</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>The Principal at Clay school creates a professional learning community that evaluates teacher needs and interests and builds opportunities for growth in content area knowledge and leadership by promoting opportunities for professional development for individuals, grade level teams, and the entire faculty. Discussion of professional learning opportunities is encouraged at meetings and/or on an individual basis to establish and develop a plan for such opportunities.</p> <p>The Principal works closely with the Assistant Principal, ILT, and Grade-Level teams to adopt, revise and clarify the school's vision for instructional best practice and monitors the quality of work that drives continuous improvement.</p> <p>The Principal creates a system for empowering families and communities through disseminating accurate information, clarity of student learning goals, and providing opportunities for involvement and participation at meetings such as: ILT, Full Faculty, Grade-Level, BAC, PAC, LSC.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<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>Teachers are invested in the success of the school through leadership development and participation in one or more areas, including but not limited to, open participation at ILT meetings, Full Faculty meetings, LSC meetings, and/or any other relevant educational meeting at the local school or in the community .</p> <p>Each teacher has equity of voice in grades/courses, ILT meetings, and scheduled staff meetings. Each teacher is highly encouraged to disseminate information learned about effective practices from PD's attended or visits to other schools, classrooms, etc. This is evident weekly throughout the school year.</p>	

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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. 			3
<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>Clay's ILT is assembled based on the combination of knowledge and expertise needed to make appropriate decisions on behalf of students, staff and school community. The ILT meets every two a weeks or when necessary with the administrative team and representatives from the school network to improve teaching and learning school-wide. The ILT also analyzes and evaluates school data in order to make adjustments to instructional planning, delivery and assessment and/or to ensure full implementation of the school's educational plan. In addition, the ILT observes best practice teaching strategies and provides meaningful feedback to the teachers.</p>
<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. 			4
<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>Clay school has a systematic approach to analyzing data relative to the school's theory of action plan. Data analysis takes place on an ongoing basis-at the school level, grade level and individual classroom level. This analysis ensures accurate implementation of the school instructional focus, appropriate groupings of students for remediation/enrichment, appropriate data driven instruction, and provides support for teachers and/or students. This is evident through grade level meetings, ILT, and one-on-one administrative meetings with specific classroom teachers. These meetings take</p>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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 grade level team has a year-long scope and sequence that maps out the Illinois State Standards teachers should teach and in what order in core subject areas. This is evident in the Teacher Lesson Plans and year long lesson plan turned in and on record to the Principal. Each grade level meets on a weekly basis to discuss, evaluate and edit these plans accordingly. 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>	
	Instructional materials ----->			4
	<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>All classrooms and their teachers have a set of instructional materials that are aligned with the state standards. At the end of the school year, the administrative team evaluates the effectiveness of instructional materials/supplies and determines what materials are needed to fulfill the educational needs of all students for the upcoming school year. In addition, Instructional materials are updated and replenished throughout the school year on a need basis. All teachers, including resource providers and ELL support teachers have the opportunity to request specific instructional</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 ----->			3
<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, teacher team, and individual classroom data is organized and available to all who need it in a timely manner following each assessment window. Data analysis/representation is evident in the classrooms, on the school wide data wall, and is accessible online on the IMPACT system.</p> <p>Each grade level team uses a comprehensive set of assessments- screening, diagnostics, standardized tests, and benchmark assessments, both formative and summative, to monitor student achievement on a frequent basis and to drive instructional practices.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instruction -----></p>			<p>3</p>
<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>Instructional objectives and procedures are clearly communicated to the students and teachers work diligently to promote student thinking and understanding. This is evident through classroom observations and instructional planning. The focus of grade-level meetings generally revolves around instruction and addresses this topic.</p> <p>Lesson plans, that are turned in on a weekly basis indicate sequence and alignment to standards-based objectives that build deep understanding and mastery of content. In these plans, teachers indicate regular use of formative assessments during instruction to monitor student progress and check for understanding of student learning.</p> <p>Teachers are encouraged to use and are offered support in scaffolding instruction to ensure all students, including students with disabilities and English language learners access complex text and engage in complex tasks. This is also evident in the lesson plans, grade-level collaborative discussions, and teacher observations.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<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>Clay school has a systematic approach to administering screening assessments to identify students in need of academic intervention. Through formative assessment data, like Scantron, teachers, the ILT and the administration are able to identify gaps in student learning and instruction and can then make adjustments. Many of these adjustments in teaching and learning are discussed at ILT meetings as well as full faculty and grade-level meetings. Instructional adjustments and differentiated teaching strategies are also considered for the ELL population as well as all students with disabilities.</p>	
Professional Learning	Whole staff professional development ----->			3
	<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>Clay school has a year-long, focus plan for staff professional development. Teachers and other staff members are encouraged to attend in-house Professional Development opportunities as well as attend seminars provided by the network or other private entities. The administrative team, along with the ILT develop, sponsor, provide, and participate in Professional Development activities for the entire school staff.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<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. 	Grade-Level meetings take place a minimum of once a week school wide. During these meetings, the teachers as well as the administrative team and/or ILT participate in discussions revolving around analyzing and strategizing assessment data and weekly/monthly/quarterly instructional practices. These teams are inclusive of general education, special education, bilingual teachers and other specialists.	
	Instructional coaching ----->			3
	<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. 	The coaching plan at Clay school establishes a coach or a team of teachers, for example the ILT, who identifies teacher needs, and coaches new teachers or other teachers who need assistance in the classroom with instruction, classroom management, and teaching. Teachers, including other faculty members as well as the administrative team are provided professional development opportunities individually or by Grade-Level and/or Full Faculty as well. Everyone involved in teaching at Clay constantly receives encouragement and quality feedback that supports their individual and professional growth.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<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>The staff at Clay school holds high expectations for all students and encourages them to aspire to college and/or learn career-readiness skills. Evidence of this can be seen in grade-level field trips to local colleges and universities, and signing students in grades 6-8 up to attend and participate in educational programs at local universities as well as displays of symbols, banners, etc. of local and national colleges and universities around the school. Every student has opportunities for authentic leadership and student voice. This can also be observed in the activities that the Student Council, which meets on a monthly basis.</p>	
	Relationships ----->			3
	<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>Teachers at Clay school are advocates who care deeply and support their students in educational and personal needs. Clay school is part of a larger community that cares for their students and families as well. Evidence of this can be observed when the principal, along with a teacher or group of teachers, visit students at their home for a "well-being" check-up. The Principal has established an "Open Door " policy for all students, parents, teachers and faculty members. Students with disabilities as well as ELLs are engaged in the school community, including both physical and social integration. Student languages and cultures are respected by the school community and diversity is celebrated which is evident in an annual "Ethnic Week" that is held in May.</p>	
Behavior & Safety ----->			3	
	<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>Clay School is a "Safe" and caring environment for all students and families. The school prides itself on establishing and maintaining a safe, welcoming environment. Clay School also offers an after-school detention program as a consequence for inappropriate behavior, but the focus is on making better choices and providing positive interventions, rather than punitive purposes. Positive behavior is built upon the following relationships (teacher-student-family). The Principal is 100% involved with student discipline and parent communication</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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>Clay school hosts a Family/Parent Open House at the beginning of the school year. During this event the principal along with the faculty discusses with the parents the school's vision. Teachers have grade-level meetings with the parents at least twice a year during the evening hours to speak about instructional progress and the implementation of new instructional practices. Parents are given an opportunity to view and share the educational goals within their child's grade level teacher(s) at the above mentioned meetings. School choices are explained and offered for parents and students during these parent/student meetings or on an individual-private meeting with the Principal.</p>	
	Ongoing communication ----->			4
	<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>Clay school hosts Family/Parent Open House at the beginning of the school year. During this meeting the principal along with teachers are able to discuss the schools' vision. Teachers also have Grade-Level meetings with the parents at least twice a school year during the evening hours to speak about instruction progress and implementation of new or revised instructional skills and practices. Parents are given an opportunity to view and share the educational</p>	
Bonding ----->			4	
	<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>The school Principal as well as 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 feel comfortable asking for support in helping their child at home. Throughout the school year, Clay school hosts various Home/School Partnership Activities inviting school parents along with their children to participate in a variety of academic/social school events. The Principal has an open door policy with regards to students and parents. The principal also conducts home visits , often times accompanied by a teacher, to check up on student health, social, and/or economic issues. Parents are trained and provided</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 ----->			3
	<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. 	Clay school utilizes its' Related Service Providers, Specialized Service Staff, Resource Staff, Teachers, and Administrative team to conduct intensive outreach to families in need of specialized support. This is done through home visits and collaboration with social services agencies. Clay School also has a Parent Outreach program for the parents and community members to educate, inform and	
	College & Career Exploration and election ----->			3
	<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. 	Teachers have included in their curriculum ongoing student exposure to experiences and information necessary to make informed decisions when selecting a college or career. This is also evident in displays of college and university beliefs, banners, logos, and/or mascots in the classrooms. In addition, field trips to local colleges	
Academic Planning ----->			4	
<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. 	The classroom teacher has been encouraged to implement systems of support for student planning, participation, and performance regarding their college and career aspirations. Groups of previous students who attended Clay School and now are attending local Colleges and Universities have come out to speak to the upper grades about their unique experiences with regards to graduating from Clay School and moving ahead into College life. Our students gain real life experiences from their peers with regards to achieving their educational and professional goals through these activities.		
Enrichment & Extracurricular Engagement ----->			3	
<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. 	Clay School has a variety of extracurricular activities and enrichment activities that help promote our student body, build leadership, and nurture talents and interests. Some examples are: sports, Chess Club, "AllStars", Dancing, Performance Assemblies (individual or		

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 ----->			3
	<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. 	Clay School promotes preparation, participation, and performance in college career assessments. Teachers in the upper grades as well as some in the intermediate levels expose students to aspects of Colleges and Universities through class discussions and by inviting presenters to speak at grade-level and/or school wide assemblies.	
	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. 	Clay School has provided parents with information on College and University entrance requirements, financial information and other related areas. This information has been given to our parents at our monthly PAC and BAC meetings.	
	Transitions ----->			3
	<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. 	Clay School works to ensure effective transitions into Kindergarten, and at each "benchmark" grade for our students and parents. Meetings are held with the parents to answer any questions and make smooth transitions. The affected grades conduct frequent parent meetings and in addition, relevant information is provided and discussed during our PAC and BAC monthly meetings.	

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
	<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. 	Discretionary Funds are used to fund 6 teachers, an Art teacher (0.5 position), the School Clerk who, in addition to her office responsibilities, works with student school data, purchase educational materials to support CCSS, and for After School Academic and Enrichment Programs. This helps meet the educational needs of all students and staff at Clay. We utilize the above mentioned resources to insure the student achievement growth is adequate so that every student will have the opportunity to attend and graduate from college and/or become career ready.	
	Building a Team ----->			3
	<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. 	The hiring of new staff is conducted after assessing the student, curricular, and/or school needs to better service the school community. New staff members are encouraged to attend Professional Development activities outside of the school and to share their experiences with the staff upon returning. They are also provided an experienced teacher as a mentor to support them through the transition period. Grade Level meetings consist of staff members who can contribute relevant knowledge and expertise for all teachers, including staff members who service special education and/or ELL students.	
Use of Time ----->			3	
	<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. 	Clay School functions on a schedule that best fits the academic, emotional and social needs of our students. This also allows for regular, meaningful collaboration in teacher teams, including the school's ILT. Students who are struggling and/or are in need of additional academic or social supports are recommended to attend "After School" or "Prior to School" to assist them with their individual needs.	

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

Clay School maintains high expectations for all. A partnership amongst home, school and school community promotes student success within a safe and supportive environment. Our educators utilize common instructional strategies and integrate literature and writing across a comprehensive and diverse curriculum. We challenge all students to achieve academic success in the least restrictive environment while developing personal and social growth.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase Literacy Performance Goals scores by at least 0.3 in each of the sub groups during the school year 2012-2013.	During the school year 2012-2013 Clay school will increase the overall Literacy Performance Goals by a minimum of 0.3% compared to last school year's performance.
2	Increase Math Performance Goals scores by at least 0.3 in each of the sub groups during the school year 2012-2013.	During the school year 2012-2013 Clay school will increase the overall Math Performance Goals by a minimum of 0.3% compared to last school year's performance.
3	Increase effectiveness of the Instructional Leadership Team-ILT	During the school year 2012-2013 Clay school will have an active ILT in order to recommend and establish better educational practices, and interpret and analyze student data and educational trends for our students, teachers and school community.
4	Increase effectiveness of the Grade-Level Teams	During the school year 2012-2013 Clay school will have effective Grade Level Meetings at least once a week with the participation of the Administrative Team and the ILT.
5	Bilingual Program: Increase the Bilingual Student's acquisition of English as a Second Language.	During the school year 2012-2013 Clay school will increase the Bilingual Student's acquisition of English as a Second Language in all areas (listening, speaking, reading and writing).

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
Increase Literacy Performance Goals scores by at least 0.3 in each of the sub groups during the school year 2012-2013.	During the school year 2012-2013 Clay school will increase the overall Literacy Performance Goals by a minimum of 0.3% compared to last school year's performance.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze and monitor assessment data for all students in the area of Reading.	Other	All	Teachers/ILT and Administrative Team	Summer 2012	On-going	On-Track	Grade-Level Meetings
Strategize instructional interventions for students who are below or meeting standards, and recommend for Tutoring, After School or Extended Academic and/or Enrichment Programs.	Instruction	All	Teachers/ILT and Administrative Team	Quarter 1	On-going	On-Track	Grade-Level Meetings
Identify additional instructional needs for students and/or teachers for academic-enrichment activities.	Instructional Materials	All	Teachers/ILT and Administrative Team	Quarter 1	On-going	On-Track	Grade-Level Meetings
Professional Development Activities to strategize instruction for students with academic-reading deficits.	Other	All	Teachers/ILT and Administrative Team	Summer 2012	On-going	On-Track	Grade-Level Meetings
Inform parents by providing information regarding their child's current and expected outcomes/goals for Reading/Language Arts.	Parental Involvement	All	Teachers, Bilingual Staff, ILT, Related Service Providers, Specialized Service Staff, Resource Staff, and Administrative Team	Quarter 1	On-going	On-Track	Parent Open House, Report Card Pick-Up Day, Grade Level meetings with parents including administrative and school ILT.



Strategic Priority 1

Implement RTI by providing reading interventions to students flagged on beginning of year screeners and monitor progress. Examples: Dibels, Scantron and/or the "My Reading Coach" - RTI Program.	Other	All	Teachers, Bilingual Staff, ILT, Related Service Providers, Specialized Service Staff, Resource Staff, and Administrative Team	Quarter 1	On-going	On-Track	RTI-Committee, classroom teacher.
Learnings Walks: Administration, ILT, and Teacher Teams will participate in Learning Walks	ILT/ Teacher Teams	All	Teachers, Bilingual Staff, ILT, Related Service Providers, Specialized Service Staff, Resource Staff, and Administrative Team	Quarter 1	On-going	On-Track	Team to meet to discuss findings, and recommendations.
Cycle Action Plan: Developed by Quarters	Instruction	All	ILT, Administration, Teachers	Summer 2012	On-going	On-Track	Cycle Plan: Non-Fiction Text (NFT).

Strategic Priority 2

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

Strategic Priority Description	Rationale
Increase Math Performance Goals scores by at least 0.3 in each of the sub groups during the school year 2012-2013.	During the school year 2012-2013 Clay school will increase the overall Math Performance Goals by a minimum of 0.3% compared to last school year's performance.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze and monitor assessment data for all students in the area of mathematics	Other	All	Teachers/ILT and Administrative Team	Quarter 1	On-going	On-Track	Grade-Level Meetings
Strategize instructional interventions for students who are below or meeting standards.	Instruction	All	Teachers/ILT and Administrative Team	Quarter 1	On-going	On-Track	Grade-Level Meetings
Strategize instructional interventions for students who are at below or meeting standards, and recommend Tutoring, After School or Extended Academic and/or Enrichment Programs.	ILT/ Teacher Teams	All	Teachers/ILT and Administrative Team	Quarter 1	On-going	On-Track	Grade-Level Meetings
Professional Development Activities to strategize instruction for students with Mathematics deficits.	Other	All	Teachers/ILT and Administrative Team	Summer 2012	On-going	On-Track	Grade-Level Meetings
Inform parents by providing information regarding their child's current and expected outcomes/goals in the area of Mathematics.	Parental Involvement	All	Teachers, Bilingual Staff, ILT, Related Service Providers, Specialized Service Staff, Resource Staff, and Administrative Team	Quarter 1	On-going	On-Track	Parent Open House, Report Card Pick-Up Day, Grade Level meetings with parents including administrative and school ILT.



Strategic Priority 2

Implement RTI by providing reading interventions to students flagged on beginning of year screeners and monitor progress. Examples include Dibels, Scantron and/or the "ASCEND-Math" - RTI Program.	Other	All	Teachers, Bilingual Staff, ILT, Related Service Providers, Specialized Service Staff, Resource Staff, and Administrative Team	Quarter 1	On-going	On-Track	RTI-Committee, classroom teacher.

Strategic Priority 3

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

Strategic Priority Description	Rationale
Increase effectiveness of the Instructional Leadership Team-ILT	During the school year 2012-2013 Clay school will have an active ILT in order to recommend and establish better educational practices, and interpret and analyze student data and educational trends for our students, teachers and school community.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Bi-weekly ILT meetings	ILT/ Teacher Teams	All	Principal	Summer 2012	On-going	On-Track	Meetings will happen every two weeks and when necessary
Grade Level-Meetings	ILT/ Teacher Teams	All	ILT Members	Quarter 1	On-going	On-Track	Members of the ILT will participate in Weekly Grade Level meetings
Interpret, Analyze, Recommend Instructional Strategies for Students and/or Groups according to student data	Instruction	All	ILT Members	Quarter 1	On-going	On-Track	Data Analysis and Instructional Strategies and/or Recommendations
Professional Development Activities for the ILT	Other	All	Principal	Summer 2012	On-going	On-Track	Team members will be required to attend Network and Out-Of-Network Professional Development Meetings/Seminars
Discuss, plan and strategize student behavior and RTI referrals	Other	All	Principal	Quarter 1	On-going	On-Track	RTI Referrals from teacher Teams
Align student instruction to CCSS	Other	All	Principal	Quarter 1	On-going	On-Track	Recommendations to Purchase Instructional Materials to support CCSS



Strategic Priority 3



Strategic Priority 4

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

Strategic Priority Description	Rationale
Increase effectiveness of the Grade-Level Teams	During the school year 2012-2013 Clay school will have effective Grade Level Meetings at least once a week with the participation of the Administrative Team and the ILT.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Grade-Level meetings will take place a minimum of once a week.	ILT/ Teacher Teams	All	Administrative Team, Teacher Teams	Quarter 1	On-going	On-Track	A member of the administrative team and/or ILT will be present during all meetings.
Interpret, analyze student data	Other	All	Administrative Team	Summer 2012	On-going	On-Track	Data analysis: Make appropriate instructional recommendations.
Discuss, plan and strategize student instruction.	Instruction	All	Administrative Team, Teacher Teams	Quarter 1	On-going	On-Track	A member of the administrative team and/or ILT will be present during all meetings and assist with educational/instructional strategies and lesson implementation.
Inventory of student Instructional Materials	Instructional Materials	All	Administrative Team, Teacher Teams	Quarter 1	On-going	On-Track	Purchase Instructional and Supplemental materials.
Meeting with Grade-Level Parents and/or Individual students' parents	Parental Involvement	All	Administrative Team, Teacher Teams	Quarter 1	On-going	On-Track	Parent Meetings held twice a year and/or on an individual basis when needed.
Align student instruction to CCSS	Instruction	All	Administrative Team, Teacher Teams	Quarter 1	On-going	On-Track	Grade-Level meetings, Teacher PDs and Full Staff Meetings.
Discuss, plan and strategize student behavior and RTI referrals.	Instruction	All	Administrative Team, Teacher Teams	Quarter 1	On-going	On-Track	Recommend for Counseling, RTI and request parent meetings with students having academic and/or behavioral issues.



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
Bilingual Program: Increase the Bilingual Student's acquisition of English as a Second Language.	During the school year 2012-2013 Clay school will increase the Bilingual Student's acquisition of English as a Second Language in all areas (listening, speaking, reading and writing).

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Align Bilingual Instructional Program to CCSS	Instruction	English Language Learners	Administrative Team and BLT	Summer 2012	On-going	On-Track	Utilize WIDA Standards to Align to CCSS.
Bilingual Staff will attend a minimum of 2 Professional Development Activities during the school year (off-site).	Other	English Language Learners	Administrative Team and BLT	Quarter 1	On-going	On-Track	According to State Board of Education, Bilingual Staff must attend a minimum of 2 PDs per school year.
Bilingual Staff Meetings (1 time per month)	Instruction	English Language Learners	Administrative Team and BLT	Quarter 1	On-going	On-Track	Meetings to be held once a month.
Bilingual Advisory Committee Meetings	Parental Involvement	English Language Learners	Administrative Team and BLT	Quarter 1	On-going	On-Track	Meetings to be held once a month.
BLT Network meetings	Other	English Language Learners	Administrative Team and DOLCE	Quarter 1	On-going	On-Track	Meetings to be held four times a school year at off-site locations.
Purchase Instructional and Supplemental Bilingual/ESL materials	Instructional Materials	English Language Learners	Administrative Team and BLT	Quarter 1	On-going	On-Track	BLT will order materials for students in Spanish and Arabic.
Analyze Student Data	Other	English Language Learners	Administrative Team and BLT	Quarter 1	On-going	On-Track	Student Data: Scantron, Classroom Assessments and "ACCESS".



Strategic Priority 5
