CIWP

2012-2014 Continuous Improvement Work Plan

Grover Cleveland Elementary School

O'Hare Elementary Network

3121 W Byron St Chicago, IL 60618

ISBE ID: 150162990252133

School ID: 609857

Oracle ID: 22741

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Cleveland School, working with parents and the community, is committed to providing each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and College and Career Readiness. The Cleveland School team joins the parents and community to prepare students to meet the challenges of society by providing excellent achievement opportunities, emphasizing reading and mathematics, and preparing our students to become caring capable and responsible members of a global community.
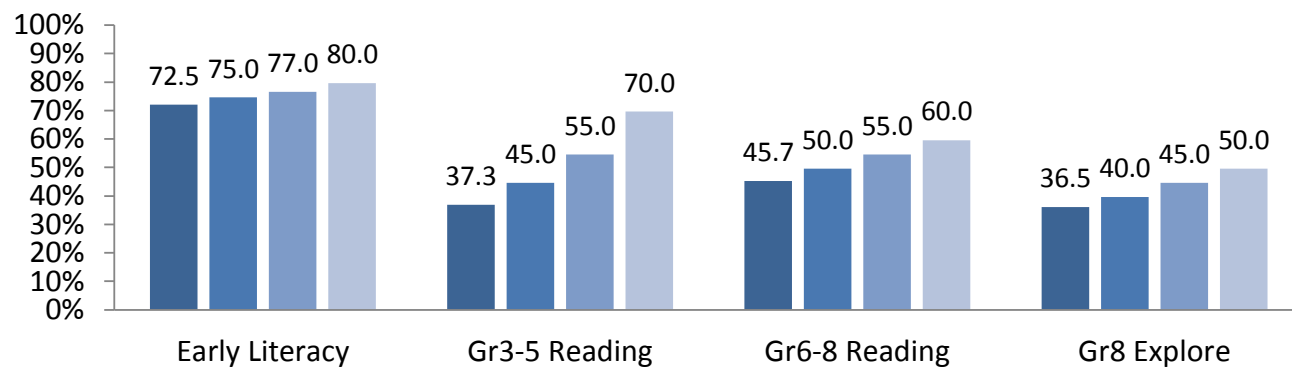
Strategic Priorities

1. To promote the common core standards by emphasizing college and career readiness for every student and continuing to align Cleveland School's curriculum to the Common Core Standards in Reading, Math, Science, and Social Studies thus improving the instructional program and student performance.

2. To promote literacy by emphasizing balanced literacy that includes differentiated instruction, vocabulary, and nonfiction text. Also, by developing comprehension and fluency through cross curricular integration of subject areas, we will work at closing the gap between ELL and Special Education students and increasing the

3. To promote Mathematics by emphasizing inquiry based mathematics that is researched based, taught in small groups, which is differentiated by units that include ELL and Special Education Students.
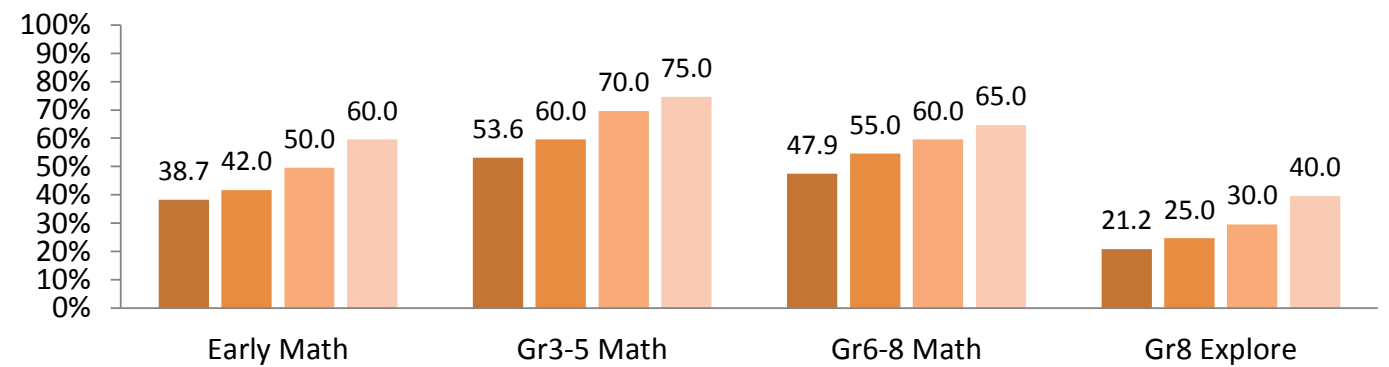
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	72.5	75.0	77.0	80.0
Gr3-5 Reading	37.3	45.0	55.0	70.0
Gr6-8 Reading	45.7	50.0	55.0	60.0
Gr8 Explore	36.5	40.0	45.0	50.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	38.7	42.0	50.0	60.0
Gr3-5 Math	53.6	60.0	70.0	75.0
Gr6-8 Math	47.9	55.0	60.0	65.0
Gr8 Explore	21.2	25.0	30.0	40.0

Continuous Improvement Work Plan
2012 - 2014

Overview

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

School Name

To get started, please select your school's name from the drop down list:	Grover Cleveland 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
Debora Ward	Principal
Robert Staszczak	Assistant Principal
Christine Parry	Lead/ Resource Teacher
Sandy Lang	Counselor/Case Manager
Monica Arroyo	LSC Member
Kristine Stanton	Classroom Teacher
Naelli Martinez	ELL Teacher
Tager Jarma	Parent/ Guardian
Patricia Dwyer	Special Education Faculty
Donna Funk	Support Staff
Nick Delaney	Community Member
Dawn Stanton	Classroom Teacher

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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	72.5	75.0	77.0	80.0	**Early Math** % of students at Benchmark on mClass	38.7	42.0	50.0	60.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	37.3	45.0	55.0	70.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	53.6	60.0	70.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.7	52.0	55.0	60.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	49.5	52.0	55.0	60.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	45.7	50.0	55.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	47.9	55.0	60.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.3	62.0	70.0	75.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	50.5	55.0	60.0	65.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	36.5	40.0	45.0	50.0	**Explore - Math** % of students at college readiness benchmark	21.2	25.0	30.0	40.0

Elementary Goal Setting

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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	95.0	96.0	97.0	98.0	**Misconducts** Rate of Misconducts (any) per 100	6.1	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	76.5	80.0	82.0	85.0		**ISAT - Reading** % of students exceeding state standards	15.8	20.0	22.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	83.6	85.0	86.0	87.0		**ISAT - Mathematics** % of students exceeding state standards	23.4	25.0	27.0	30.0
ISAT - Science % of students meeting or exceeding state standards	79.2	82.0	83.0	84.0		**ISAT - Science** % of students exceeding state standards	14.2	16.0	20.0	22.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->		**3**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Cleveland School has established three measurable goals for Literacy, Math, and Science to increase student achievement and narrow the achievement gap. We aim to promote Literacy, Math, and Science by emphasizing differentiated small group instruction, vocabulary, non fiction text, and fluency. Through cross curricular integration of subject areas we strive to close the gap between ELL and Special Education students thereby ensuring that all students are college and career ready. Using current data we have developed at theory of action that addresses the core instructional program, professional learning and	
	Principal Leadership	-->		**4**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Ms. Ward, the principal, analyzes teacher data on a continuous basis and uses this data to plan for professional development and individual teachers needs. She meets on a weekly basis with teachers to have conversations about professional growth and development. Ms. Ward visits classrooms on a daily basis to observe and check for teacher and student development. Individual conversations are conducted when appropriate to increase teacher capacity. Ms Ward is always providing opportunities for growth in content areas and leadership. Ms Ward envisions educating all students to their individual potential by providing small group differentiated instruction and providing expanded opportunities for students' educators to enhance their expertise and positive influence on our children to create college and career ready students. Ms. Ward provides the families and the community with a monthly	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Most teachers at Cleveland school are invested in the success of the school through teacher leadership in one or more areas. The ILT team members are Ms. Ward (principal), Mr. Staszczak (Assistant Principal), Mrs. Lang (Case Manager and Special Education Resource), Mrs. Stanton (Ell and RTI coordinator), Mrs. Gomez (Bilingual Lead Teacher), and Mrs. Parry (Literacy Coach). Each grade level team meets on a weekly basis with Ms. Ward and every team has a lead teacher. K-Kogut, 1st Tivers, 2nd X. Martinez, 3rd N. Martinez, 4th Slattery, 5th Clarahan, 6th Gately, 7/8th Bilton. The RTI team meets monthly. The lead is D. Stanton. Members include: Lang, Bilton, Costello, Tivers, Parry, Richardson and Gomez. We have several mentor teachers in the school. The primary grade mentors are Dawn Stanton and Pam Tivers. The middle grade mentors are N. Martinez and A. Richardson. The middle school mentors are M. Sanchez and K. Bilton. Christine Parry oversees the mentors in the building.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The Instructional Leadership Team includes faculty members who hold a wide variety of positions within the school. This team includes the principal, assistant principal, literacy coach, bilingual lead teacher, case manager/special education resource teacher and the RTI/ESL coordinator. In the 2012-2013 school year we will also include teachers from the various grade level bands. The team meets on a monthly basis to discuss current data and plan for instructional improvement. Each team member also reports out on their particular area of expertise. Communication between the ILT and the rest of the staff is ongoing so that we can meet the academic needs of our students. Using current data such as Dibbles, Scantron, Classroom assessments, and Common Core Assessments we discuss and plan for improving teaching and learning. As the result of analyzing data, professional development is planned. In the 2011-2012 school year we have a focus on rigor to improve teaching and learning. Barbara Blackburn will present to the entire staff in April of 2012. The staff has received her current	
Monitoring and adjusting	-->		**4**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Each classroom teacher keeps a data binder with their homeroom student's data. After an assessment is given such as Dibbles, Scantron, Classroom assessments, ISAT, and/or teacher observation this data is recorded in the binder. The binders are brought to the weekly grade level meetings and discussed. Individual students are indentified for improvement or enrichment and a plan is developed for the teacher to execute. At the school level Mr. Stazczak and Ms. Ward collect and analyze	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	All grade levels work together and plan for instruction as a team. Each grade level has a common scope and sequence for the school year for the current state standards. Most grade level teams are revising their scope and sequence to include Common Core Standards. All grade level teams have a common lesson plan for instruction that is aligned to the state and common core standards. Every lesson plan includes individualized instruction for students with disabilities and those students who are ELL. The principal reviews and monitors the implementation of all lesson plans. Cleveland School has the "Cardinal Reading Room" which contains a large leveled library with informational texts. Students are leveled at the beginning of each school year using Fontas and Pinnell and	
	Instructional materials	--->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Every grade level has a set of instructional materials that are aligned to the state standards. In addition every teacher has access to leveled readers which are used in guided reading groups. There materials are available in English and Spanish. Reading: Reading Street; Elements of Literature Math Everyday Math : K-5 Saxon Math 6-8	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**4**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	After each assessment data is immediately available to the staff. Data is organized by classroom in data binders. Constructed Response questions are added to all unit tests and teacher made assessments. Accommodations and modifications are in place as per each individual student with an IEP. Each grade level uses various assessments both formative and summative to monitor student progress on a frequent basis. K-2 Dibels. MClass Math, Running Records, Fountas and Pinnell, Unit Tests and teacher observations. 3-5, Running Records, Fountas and Pinnell, Units tests. Teacher observations, Scantron, Common Core Assessments and the ISAT test. 6-8 Unit tests, teacher made assessments. Scantron,District Wide Writing Assessment (8th grade), Explore(8th grade.) Common Core	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Most teachers communicate the Common Core learning objective to the students by oral communication as well as listing the schedule for the day on the board. The directions and procedures for learning are communicated to the students at the start of lessons. Many teachers sequence instruction and align instruction to the Common Core Standards to build towards deep understanding and mastery of the standards. Most teachers use the Hess Matrix for questioning to promote students thinking and understanding. Most teachers scaffold instruction to ensure all students including those who are ELL and students with disabilities are learning. All teachers use formative assessments to monitor student progress and check for student understanding.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	At the beginning of each school year and periodically throughout the year and K-5th grade students are screened with Fontas and Pinnell, Dibbels and/or Mclass to identify those students who are in need of RTI intervention. Students in grades 6-8 are screened at the request on the homeroom teacher. We have an excellent RTI team in place to identify and implement interventions as necessary for individual students. These interventions include differentiated instruction, small group instruction, individual instruction, Reading room intervention, and after school tutoring when necessary. Interventions are documented in an RTI Folder. This red folder contains student data and interventions that have	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	At the end of each school year the ILT reviews current school data and plans for Professional Development. In the 2011-2012 school year the ILT identified that we needed a focus on "rigor" in our classrooms. The ILT planned for staff development using Bloom's Taxonomy, the Hess Matrix, and Barbara Blackburn's book Rigor Made Easy. We also used various webinar's provided for by the network to increase teacher capacity towards rigor in the classroom. Currently, the ILT still sees a need for rigorous teaching in the upper grades. The principal has contracted Barbara Blackburn for a full day of professional development. We have also purchased her book for the staff.	

Professional Learning (vertical label, left margin)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Cleveland School has grade level teams in place. All grade level teams plan together and have common assessments that are aligned to Common Core Standards. Each grade level team provides the ILT with lesson plans for weekly and quarterly instruction. Each grade level team meets weekly with the principal and/or the assistant principal to look at data and plan for individual student intervention or adjustments in instruction. All teachers keep a data binder with individual student's data that is brought to each grade level meeting and used as a guide to make decisions. All teams include Special Education and Bilingual teachers. There is an agenda for each meeting and notes are kept.	
	Instructional coaching	-->		**4**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Cleveland School has a literacy coach and the principal is a former math and science coach. The principal, assistant principal and the literacy coach meet every two weeks to discuss individual teacher's needs. Once a need is identified an individual professional plan is developed for teacher growth. This plan includes individual coaching, peer observation, professional development and cross classroom observations. All teachers are observed using Charlotte Danielson's, Framework for Teaching and the Hess Matrix. Using Danielson's framework we provide quality feedback for teachers that supports their individual growth.	

Date Stamp November 22, 2012

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		**2**
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Most staff members have high expectations and expect that all children aspire to attend college. Each Friday is college day where all teachers and students are expected to wear college apparel. Every year we have a "college fair" where each homeroom picks a college to research and understands what the criterion is to attend that particular college. Cleveland School has a student council that is elected by a majority vote. Each homeroom is represented at the student council meetings.	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	All students have been assigned an adult mentor. Mentors talk with individual students about their goals and aspirations encouraging students to succeed academically. Mentors provide a safe environment where students can feel supported as they reach their goals. Cleveland School uses the PBIS model to encourage self discipline among the students and staff. We have school wide rules which help us maintain a respectful culture. Cleveland School practices fair and appropriate discipline practices use the student code of conduct at all times. Students with both physical and mental disabilities are included in	
	Behavior& Safety	-->		**4**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Cleveland School uses PBIS for student behavior. We have a PBIS team that meets on a monthly basis to review behavior concerns. This team plans interventions and executes them as soon as possible. We have school wide rules and expectations for behavior. We recognize positive behavior with incentives and rely on the CPS Student Code of Discipline for consequences to bad behavior. Mr. Staszczak, the assistant principal work directly with parents and students to ensure a safe welcoming school environment. We also	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**4**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	At the start of each school year parents are invited to Open House where current school data is disseminated and the expectations for academic success are discussed. At this time teachers meet with parents to create a plan for student improvement. School data is also distributed by the principal at the LSC, PAC and BAC meetings at the start of the school year. Parents are encouraged to obtain a password to look at student progress reports which are updated by each teacher weekly. The principal closely monitors student's progress and invites parents in for a conference when grades indicate low student performance. At the beginning of each school year parent's of 6th, 7th and 8th	
	Ongoing communication	-->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers share email addresses and phone numbers with parents to foster communication between them. The principal and the assistant principal's doors are always open to encourage communication between home and school. Teachers are expected to communicate with parents when a child is not being academically successful. The RTI regularly communicates with parents of students who have been identified as needing additional	
	Bonding	-->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Cleveland School's doors are always open and welcoming to parents and the community. The office staff and many of the teachers speak Spanish to welcome parents into the school. We have an active PAC and BAC to encourage and support parental involvement in the school. The principal regularly attends these meeting to empower and motivate families to become more involved Alt the school community. Cleveland School and its staff provide many community events to engage the parents and the community. We have a winter and spring student performance, reading night, math night	

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School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The school counselor and social worker along with the assistant principal make home visits to families that are in need of specialized support. Families are placed in contact with social services agencies in the community to meet their specific needs.	
College & Career Exploration and election	-->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Every Friday is college day where staff and students wear college apparel to support student's future aspirations for college and careers. We have an ongoing relationship with Wheaton College and Northeastern where many of our students visit the campuses yearly to "get the college feel" and experience what college may be	
Academic Planning	-->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	In the beginning of 6th grade teachers expose student to ACT scores. The conversation revolves around what scores are needed to apply to various colleges and how students are going to achieve these scores. In 7th and 8th grade we talk about the Explore test and how this can predict academic success in college. We also work with the Center for Academic Talent which has a program where many of our students take advanced courses at Northeastern.	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	There is a wide range of extracurricular activities available to Cleveland School Students. In the sport's realm we have volleyball, soccer, basketball, track, softball and wrestling. In the Fine Arts Arena we have an art club, drama club, choir, and opportunities to	

6: College and Career Readiness Supports

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CIWP

**2012-2014 Continuous
Improvement Work Plan**

Grover Cleveland Elementary School

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School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	In 8th grade we give the Explore test to predict how students will perform on the ACT and in high school.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	N/A	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Cleveland School has a plan for effective transition to kindergarten. Each spring we assess our preschoolers for kindergarten readiness. Results of this readiness test are discussed with parents and a plan is formed for parent's to work with their children over the summer. All parents of students who will be attending kindergarten in the fall are invited to a general meeting at the school with the kindergarten teacher to discuss current standards and expectations. Every family is sent home with a summer work bag.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		**4**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	In the current school year Cleveland School has identified a need for reduced class size to promote literacy by emphasizing differentiated instruction, vocabulary, developing fluency and comprehension. We have used our discretionary funds to purchase additional teachers thereby decreasing class size. In addition we see the need for our students to compete in a global society and believe technology is an avenue to this competition. Some of our discretionary funds have been used to upgrade technology resources for our students.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	In the spring and summer of each school year the ILT meets to look at data to assess student need, staff capacity and scheduling priorities. After looking at the forecast for next year's students and the budget we develop priorities for increasing student achievement. The principal and the assistant principal actively seek qualified candidates who will fit our hiring needs. We look at current staff and interns to see if these candidates can best fit our needs. The grade level team is often included in the hiring process to ensure that the best fit possible is made. There is a multistep interview in which the candidate is asked to demonstrate their expertise, commitment and philosophy. The addition of a team member to a grade level team is done strategically.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Each teacher works with the principal and the assistant principal to design a schedule to best fit the needs of the current students. All school grade level teams meet on a weekly basis with the principal and/or the assistant principal for meaningful collaboration. The RTI team ensures that struggling students receive structured intervention in dedicated blocks.	

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

Cleveland School, working with parents and the community, is committed to providing each student a diverse education in a safe, supportive environment that promotes self-discipline, motivation, and College and Career Readiness. The Cleveland School team joins the parents and community to prepare students to meet the challenges of society by providing excellent achievement opportunities, emphasizing reading and mathematics, and preparing our students to become caring capable and responsible members of a global community.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	To promote the common core standards by emphasizing college and career readiness for every student and continuing to align Cleveland School's curriculum to the Common Core Standards in Reading, Math, Science, and Social Studies thus improving the instructional program and student performance.	Teachers are familiar with the Common Core Standards. However, there is little evidence that the standards have been mapped and aligned to Cleveland School's Curriculum. Assessments and instruction are beginning to be aligned to the Common Core Standards.
2	To promote literacy by emphasizing balanced literacy that includes differentiated instruction, vocabulary, and nonfiction text. Also, by developing comprehension and fluency through cross curricular integration of subject areas, we will work at closing the gap between ELL and Special Education students and increasing the exceeds scores of our students.	Assessment data from various sources indicates that students in grades 6-8 have not shown significant academic success. We strive to improve this by developing comprehension, fluency and vocabulary especially with nonfiction text. Furthermore, the data shows that instruction in grades 4, 6, 7 and 8 is not differentiated, thereby decreasing the chance for student's academic success. Overall, the data indicates that our bilingual and special education population functions at a lower level than the general education students.
3	To promote Mathematics by emphasizing inquiry based mathematics that is researched based, taught in small groups, which is differentiated by units that include ELL and Special Education Students.	Assessment data indicates that students in all grades are weak in mathematical concepts. Observation by the administration has concluded that math is rarely taught in differentiated small groups or in units.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
To promote the common core standards by emphasizing college and career readiness for every student and continuing to align Cleveland School's curriculum to the Common Core Standards in Reading, Math, Science, and Social Studies thus improving the instructional program and student performance.	Teachers are familiar with the Common Core Standards. However, there is little evidence that the standards have been mapped and aligned to Cleveland School's Curriculum. Assessments and instruction are beginning to be aligned to the Common Core Standards.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In each 3rd-8th grade classroom, conduct an audit of existing texts aligned to Common Core State Standards and invest in supplemental nonfiction texts	Instructional Materials	All	Administration	Summer 2012	Summer 2012	On-Track	
Professional Development for mapping and aligning Cleveland School's curriculum to the Common Core Standards.	Professional Development	All	Administration	Summer 2012	Summer 2013	On-Track	
Map and create assessments in Reading and Math that are aligned to Common Core Standards.	Instruction	All	Teachers	Quarter 1	Quarter 4	On-Track	
Analyze NWEA data and compare to PARC standards to assess student progress in meeting achievement goals	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going	On-Track	
Conduct an audit of current software to assess for alignment toward Common Core Standards	Equipment/ Technology	All	Technology Coordinator	Summer 2012	Summer 2012	On-Track	
Utilizing available data to create data binders to drive student instruction	Instruction	All	Teachers	Quarter 1	On-going	On-Track	
Utilizing Hess Matrix as a guide for improving rigorous instruction	Instruction	All	Teachers/ILT/Administration	Quarter 1	On-going	On-Track	
Follow up onsite professional development with Barbara Blackburn to coach teachers further in rigorous instruction	Professional Development	All	Teachers/ILT/Administration	Quarter 2	Quarter 3	On-Track	
Present and inform school community about the Common Core Standards and how we intend to implement the standards	LSC/ PAC/ PTA	Not Applicable	Administration	Quarter 1	Quarter 2	On-Track	
SPED team needs to conduct an audit of resources and determine the needs for successful implementation of Common Core Standards	Instructional Materials	Students With Disabilities	Teachers	Summer 2012	Quarter 2	On-Track	

2012-2014 Continuous Improvement Work Plan

Grover Cleveland Elementary School

Strategic Priority 1

ELL team needs to conduct an audit of resources and determine the needs for successful implementation of Common Core Standards	Instructional Materials	English Language Learners	Teachers	Summer 2012	Quarter 2	On-Track	
Host a high school and college/career fair for students and parents that provides them information toward high school and college/career readiness standards	Parental Involvement	All	Counselor	Quarter 2	Quarter 2	On-Track	

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
To promote literacy by emphasizing balanced literacy that includes differentiated instruction, vocabulary, and nonfiction text. Also, by developing comprehension and fluency through cross curricular integration of subject areas, we will work at closing the gap between ELL and Special Education students and increasing the exceeds scores of our students.	Assessment data from various sources indicates that students in grades 6-8 have not shown significant academic success. We strive to improve this by developing comprehension, fluency and vocabulary especially with nonfiction text. Furthermore, the data shows that instruction in grades 4, 6, 7 and 8 is not differentiated, thereby decreasing the chance for student's academic success. Overall, the data indicates that our bilingual and

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct a schoolwide audit of nonfiction and leveled reading texts to determine if additional resources are needed	Instructional Materials	All	Administration	Summer 2012	Summer 2012	On-Track	
Professional development for 3rd - 5th grade teachers, including SPED and ELL teachers, in using Lucy Caulkins's Reader's Workshop	Professional Development	All	Literacy Coach	On-going	Quarter 4	On-Track	
Professional development for 6th - 8th grade teachers, including SPED and ELL teachers, in using Literature Circles	Professional Development	All	Literacy Coach	On-going	Quarter 4	On-Track	
Professioanl development for K - 2nd grade teachers, including SPED and ELL teachers, using Reading in Motion	Professional Development	All	Literacy Coach	On-going	Quarter 4	On-Track	
Conduct an audit of software to determine additional literacy needs using technology	Equipment/ Technology	All	Technology Coordinator	Summer 2012	Summer 2012	On-Track	
Monitoring of 4th,6th,7thand 8th grade literacy instruction to ensure implementation of small group differentiated instruction	Instruction	All	Administration	Quarter 1	Quarter 4	On-Track	
Continue utilization of the Reading Room to ensure intervention strategies are provided for students, based on need	Instruction	All	Literacy Coach/ RTI Coordinator	On-going	On-going	On-Track	
Continue utilization of the Reading Room to ensure intervention strategies are provided for ELL students.	Instruction	English Language Learners	Bilingual Lead Teacher	On-going	On-going	On-Track	
Monitoring implementation of Lucy Caulkin's Reader's Worshop in the 3rd - 5th grades, and provide coaching as necessary	Instruction	All	Literacy Coach	On-going	Quarter 4	On-Track	
Monitoring implementation of Literatire Circles in the 6th - 8th grades, and provide coaching as necessary	Instruction	All	Literacy Coach	On-going	Quarter 4	On-Track	

Strategic Priority 2

Monitoring implementation of Reading in Motion in the K - 2nd grades, and provide coaching as necessary	Instruction	All	Literacy Coach	On-going	Quarter 4	On-Track	
Conduct an audit of instructional material needs for vocabulary	Instructional Materials	All	Administration	Summer 2012	Summer 2012	On-Track	
Monitoring of NWEA data to assess student growth and implement interventions as needed	ILT/ Teacher Teams	All	ILT	On-going	On-going	On-Track	
Continued support of inclusion model in all classrooms	Instruction	Students With Disabilities	Case Manager	On-going	On-going	On-Track	
Host Literacy Nights to provide parents with strategies in helping support their children's academic success	Instruction	All	Adminstration/ Literacy Coach	Quarter 1	Quarter 4	On-Track	
Provide after school enrichment/intervention for students	After School/ Extended Day	All	Adminstration/ Literacy Coach	Quarter 1	Quarter 4	On-Track	
Continue integration of Fine Arts into Literacy	Other	All	Administration	Quarter 1	Quarter 4	On-Track	
Maintaining copy machine leases to support literacy needs	Equipment/ Technology	All	Technology Coordinator	Quarter 1	Quarter 4	On-Track	

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
To promote Mathematics by emphasizing inquiry based mathematics that is researched based, taught in small groups, which is differentiated by units that include ELL and Special Education Students.	Assessment data indicates that students in all grades are weak in mathematical concepts. Observation by the administration has concluded that math is rarely taught in differentiated small groups or in units.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to provide Tech EXCL support for mathematics	Equipment/ Technology	All	Technology coordinator	Quarter 1	Quarter 4	On-Track	
Conduct an audit of RTI Math materials to determine the need for additional support	Instructional Materials	All	Administration	Summer 2012	Summer 2012	On-Track	
Provide Professional Development for Research based mathematic instruction	Professional Development	All	Administration	Quarter 1	Quarter 4	On-Track	
Continue to develop units of instruction for mathematical instruction based on Common Core Standards	Instruction	All	Teachers	Quarter 1	Quarter 4	On-Track	
Conduct an audit of software to determine additional mathematical needs using technology	Equipment/ Technology	All	Technology coordinator	Summer 2012	Summer 2012	On-Track	
Monitor and provide coaching for small group, differentiated instruction in mathematics	Instruction	All	Administration	On-going	On-going	On-Track	
Monitoring of NWEA data to assess student growth and implement interventions as needed	Instruction	All	ILT	On-going	On-going	On-Track	
Continued support of inclusion model in all classrooms	Instruction	Students With Disabilities	Case Manager	On-going	On-going	On-Track	
Host Mathematics Night to provide parents with strategies in helping support their children's academic success	Parental Involvement	All	Administration	Quarter 1	Quarter 4	On-Track	
Provide after school enrichment/intervention for students	After School/ Extended Day	All	Administration	Quarter 1	Quarter 4	On-Track	
Ensure RTI strategies are provided for students, based on need	Instruction	All	RTI Team	Quarter 1	Quarter 4	On-Track	
Ensure native language support is provided for ELL students in mathematics	Instruction	English Language Learners	Bilingual Lead Teacher	Quarter 1	Quarter 4	On-Track	

Strategic Priority 3

Provide research based materials for instruction for 6th - 8th grades	Instructional Materials	All	Administration	Summer 2012	Summer 2012	On-Track
Provide Algebra and Pre-Algebra for necessary students in 6th - 8th grades	Instruction	All	Administration	Quarter 1	Quarter 4	On-Track
Conduct an audit of technology and equipment needs for mathematics	Equipment/ Technology	All	Technology coordinator	Summer 2012	Summer 2012	On-Track

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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

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