



**2012-2014 Continuous Improvement Work Plan**

**Daniel J Corkery Elementary School**

Pilsen-Little Village Elementary Network

2510 S Kildare Ave Chicago, IL 60623

ISBE ID: 150162990252145

School ID: 609870

Oracle ID: 22851



**Mission Statement**

Through voice and actions, our school climate supports and encourages students to recognize their own power to influence their lives and society by nurturing them socially, emotionally, and academically to become problem solvers and contributing members of society. We engage and educate the families in our community to develop a working partnership to ensure all Corkery students will succeed in their pursuit of college and career.

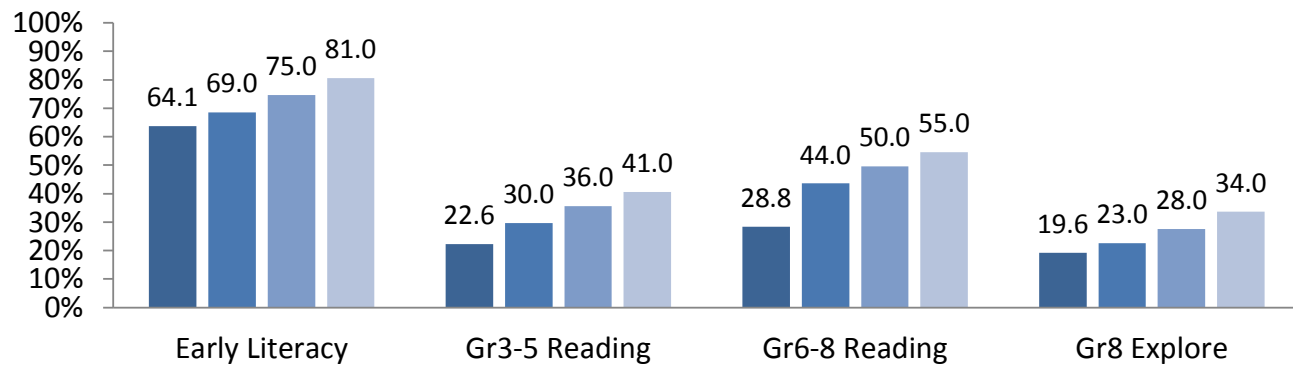
**Strategic Priorities**

1. Use the common core standards effectively in backward design unit planning to ensure college and career student outcomes.
2. Study small group instruction within the Workshop Model to provide rigorous, quality instruction that is skilled based and where leveled text is used to solidify students' preparation in becoming readers and writers.
3. Development of College and Career Readiness for student and families to create articulation of needs and goals for each of our students to be fully prepared and engaged in knowing college and career expectations.

**School Performance Goals**

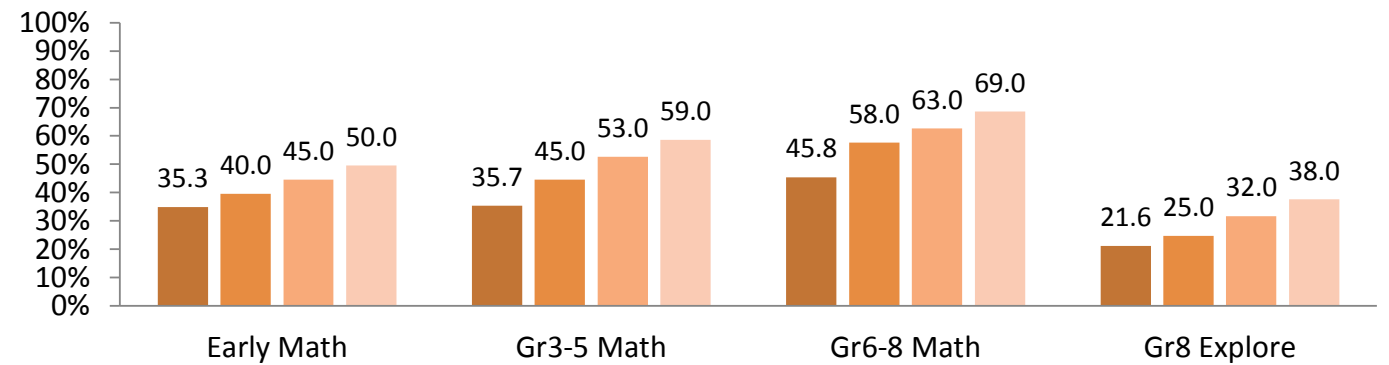
**Literacy Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



**Math Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





# 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](http://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:	Daniel J Corkery 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
Bertha Arredondo	Principal
Carol Devens	Assistant Principal
Julia M. Flores	ELL Teacher
Virginia Garcia	LSC Member
Veda Hicks	Classroom Teacher
Evelyn McGhee	Classroom Teacher
Adriana Pineda	Lead/ Resource Teacher
Vanessa Reyes	Parent/ Guardian
Rachel Rhodebeck	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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	64.1	69.0	75.0	81.0		<b>Early Math</b> % of students at Benchmark on mClass	35.3	40.0	45.0	50.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	22.6	30.0	36.0	41.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	35.7	45.0	53.0	59.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	48.4	53.0	60.0	65.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	61.1	66.0	70.0	76.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	28.8	44.0	50.0	55.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	45.8	58.0	63.0	69.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	53.0	58.0	63.0	69.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	47.5	57.0	62.0	68.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	19.6	23.0	28.0	34.0		<b>Explore - Math</b> % of students at college readiness benchmark	21.6	25.0	32.0	38.0

## Elementary Goal Setting

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

### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	94.7	95.0	96.0	97.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	18.1	15.0	14.0	13.0

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	64.7	75.0	80.0	85.0		<b>ISAT - Reading</b> % of students exceeding state standards	8.2	12.0	18.0	24.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	80.7	85.0	90.0	93.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	13.6	19.0	24.0	28.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	63.6	68.0	73.0	78.0		<b>ISAT - Science</b> % of students exceeding state standards	5.0	9.0	13.0	18.0

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>The school has developed yearly goals for each grade cluster (Primary, Intermediate and Upper) based on DIBELS, Scantron, and ISAT data.</p> <p>Each learning cycle (quarter) has a pre-determined student performance and teacher instructional goal.</p> <p>The school has a clear theory of action and planned learning cycle to develop teacher practice and student growth. The key levers and focus were determined using student and Learning Walk data.</p>	
	<b>Principal Leadership</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Principal communicates the progress of the school's Theory of Action and learning cycles with all stakeholders; teachers, students, and parents at intervals during the year. Principal nurtures teacher leadership in the school through opportunities for all teachers to be part of the instructional leadership team, be a member of a project and a standing committee in the school, and work in collaboration with grade level peers and in their clusters.</li> <li>Principal sets out expectations that all students stay informed and monitor their progress in school progress by establishing short and long term goals based on District assessments.</li> <li>Principal organized grade level clusters to create smaller units of professional learning communities and with purpose and direction to improve student academic achievement.</li> <li>Principal sets out expectations for all teachers to monitor student growth and present classroom data at the end of the school year.</li> </ul>	

## 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
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers in our school contribute to the decision-making of the school through participation in standing Teams: ILT, PPLC, !3 Grant for Middle School, PBIS, Cluster, Grade Level, Special Education, Bilingual, and Departmental teams.</li> <li>• They are also involved are each part of at least one or two different committees including, CWIP, SCORES coaching, Art Show, Young Author's Committee, Family Reading/ Math Nights, Boundless Readers, and leads of various network supports.</li> </ul>	

## 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
<b><i>Instructional Leadership Team (ILT)</i></b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• 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.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>• 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.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• The school's ILT includes teachers from every grade cluster who serve on a voluntary basis. They meet two to three times per month or as often as needed to review school data, develop a Theory of Action, Learning Cycles, conduct learning walks, and monitor supports for staff at the front of professional development.</li> <li>• The ILT leads professional development sessions at staff meetings, grade clusters, departmental and grade level meetings on the study of powerful practice and the common core standards.</li> <li>• Staff is surveyed near the end of each cycle to determine staff needs to inform the next learning cycle and the direction for supports.</li> <li>• The ILT lead the creation of a school data wall, where each teacher took part in data manipulation and reflection of student progress.</li> </ul>	
<b><i>Monitoring and adjusting</i></b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Data is part of every weekly bulletin as it becomes available to inform us of how we doing as a school.</li> <li>• Data is reviewed and analyzed by every grade level teams at different levels of reflection to determine strengths and weaknesses and to inform our practice.</li> <li>• The next steps for the school is to develop a clear plan for RTI systems that effectively tracks students' progress and has specific monitoring tools that are used by every teacher.</li> </ul>	

## 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
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>At the beginning of each school year, grade-level teams develop a scope and sequence of standards and units that will be covered during each quarter.</li> <li>Most grade-level teams work on lesson plans collaboratively aligned to the common core standards.</li> <li>The existing limitation of complex text available in the school is used for instruction.</li> <li>More on-level reading text is being incorporated through the organization of leveled libraries mostly evident in the primary classrooms. Short term goal is to inventory non-fiction text in the school and long term goal is to purchase needed non-fiction text.</li> <li>The use of A-Z leveled text is used for students in bilingual and monolingual classrooms.</li> <li>The school continues to plan for inclusion models of instruction for students with disabilities.</li> </ul>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<ul style="list-style-type: none"> <li>The same core Instructional materials are used across grade levels and content as prescribed by the District and the old Area offices in English and Spanish.</li> <li>The instructional materials are aligned to the Illinois Learning Standards.</li> <li>Leveled libraries in English and Spanish have been purchased to use next year.</li> <li>Achieve 3000; a technology based program is used as an intervention reading program.</li> </ul>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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>				



## 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
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have instant access to Scantron, CCSS, DIBELS and MClass assessment results through Scantron, CIM and Wireless Generation Websites.</li> <li>• In grades K-5, teachers use the Reading Street program that includes diagnostic, benchmark, formative and summative assessments.</li> <li>• We assess students quarterly in Reading and Math using CCSS testing, Scantron, DIBELS and MClass testing. Progress Monitoring of student growth is done weekly in DIBELS/ MClass progress monitoring.</li> <li>• Teachers make individual modifications to assessments (scribing, reading to them, shortening the assessment) based on student needs.</li> </ul>	

## 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
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Each grade level team clearly outlines the scope and sequence of the instructional program aligned to the Illinois State Learning Standards and share with parents and students at the start of the school year.</li> <li>• All Teachers communicate the daily instructional objectives to their students.</li> <li>• Most of the teachers in the school follow explicit instruction through the implementation of mini-lessons.</li> <li>• Most grade level teams submit common lesson plans.</li> <li>• The use of informal assessments is used by some teachers to guide instruction and benchmark student progress.</li> </ul>	

## 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
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>The School provided reading and math intervention in small groups of students after school for an average of 8-10 weeks.</li> <li>Teachers completed RTI forms for all students to begin the school year. The next steps is to further define the work of providing students with appropriate and effective interventions that can be clearly monitored to ensure students are making progress.</li> <li>Data walls have informed the progress of every student.</li> <li>In cluster meetings and at grade level meetings students are identified for intensive support.</li> </ul>	
	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>The School's year long-plan stems from the learning cycles' implementation in the school and from Network directed Professional development on release days.</li> <li>Structures are in place to support professional development by grade level, grade clusters, and departmental teams. Teachers meet in grade level clusters and by departmental teams twice a month for work embedded in the learning cycle.</li> </ul>	

## 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
<b>DIMENSION 3:1</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Grade level teams meet to plan and align instruction to the Common Core State Standards.</li> <li>Departmental teams meet to unpack the Common Core State Standards and to discuss vertical alignment in instruction in content areas.</li> <li>Teachers in some grade levels meet regularly and exclusively to discuss student progress.</li> <li>Team meetings are led by ILT or grade level teacher leaders who use protocols for effective, outcomes based meetings.</li> </ul>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers receive coaching through peer visits and often by the Network ISL dedicated to the school.</li> <li>ILT members host coaching/support sessions after school for teachers who want support.</li> <li>Videos have been used to support further learning as a means for coaching.</li> <li>Mentorship structures are recommended by grade level.</li> </ul>	

### 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
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans reflect concept-based learning that deepens critical thinkers in writing and reading for higher education readiness.</li> <li>The next steps is to heighten the awareness and implementation of a college-going culture in the school through a series of purposeful activities that are connected and help deepen the understanding of the what, why, and how, about college access for students.</li> </ul>	
	<b>Relationships</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>All staff implements a PBIS model to address and praise student behavior.</li> <li>Student's home language is valued as evidenced of all communication sent home is in English and Spanish.</li> <li>Student's culture is valued through classroom research projects and school-wide presentations.</li> </ul>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<ul style="list-style-type: none"> <li>The school has implemented a school-wide behavior management program with PBIS. Students are encouraged to exhibit positive behavior with caught being good coupons. All staff personnel are involved.</li> <li>Progressive discipline is followed as prescribed by the student code of conduct.</li> <li>Safe practices have been established to ensure staff and student safety at all times.</li> </ul>	

### 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
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<ul style="list-style-type: none"> <li>Principal informs the school community on an on-going basis of student performance in staff bulletins, monthly newsletters, and Local School Council reports.</li> <li>Teachers provide a comprehensive scope and sequence of the curriculum to all parents at the start of the school year and some continue this practice throughout the year in monthly newsletters.</li> </ul>	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Protected time is set aside on a weekly basis for on-going communication with parents.</li> <li>Homework agendas are used also to continue dialogue between parents and teachers.</li> <li>Some Teachers send reports to parents of their child's reading levels, lexile levels, and information about monitoring student independent reading.</li> </ul>	
<b>Bonding</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The Principal provides an annual back to school lunch to families, where she presents the school latest progress reports and strategy for academic improvement.</li> <li>The Principal empowers families to join parent volunteers in classrooms, have a voice in the decision-making in the school at parent meetings and local school council meetings.</li> <li>Parents are invited to all student celebrations such as; Young Authors, Honor Roll, African American assembly, Student Art Expo, and Spring Talent Show.</li> </ul>	

## 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
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<ul style="list-style-type: none"> <li>The School provides families with referrals for social services in the community on a case basis.</li> <li>Counseling programs are arranged with outside agencies to provide services for students.</li> <li>Home visits are made for attendance and as necessary.</li> <li>Specialized school personnel is involved at different levels to</li> </ul>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Some staff members provide students with information about careers and vocations relevant to the curriculum.</li> <li>Workshops for parents include the topics on awareness of college and career preparation.</li> </ul>	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<ul style="list-style-type: none"> <li>The School connects with the local neighborhood high school to have 8th grade students take high school level Algebra.</li> <li>The school is reflective on the levels of rigor according to the Depth of Knowledge tool; thereby ensuring student tasks become high level tasks that ask students to become critical thinkers in reading and writing.</li> <li>The implementation of the Common Core Standards in instruction is elevating the preparation students receive to be ready for college and career.</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Students benefit from participation in after school extracurricular activities to promote their self-confidence, learn about their identity, show their talent in sports, be involved in creative writing, and grow their interest in Art.</li> </ul>		

### 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
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Students learn about their talents and interests in future career/profession development when they take the PLAN INVENTORY assessment as 7th /8th grade students before the taking the Explore Test.</li> </ul>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	NA	
<b>Transitions</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<ul style="list-style-type: none"> <li>An annual kindergarten orientation meeting is held to ensure parents have a clear understanding of kindergarten expectations and preparation for first grade.</li> <li>Parent meetings are held for each grade at the start of the year to provide curriculum guides and promotion guidelines for the next grade level as needed.</li> </ul>	



## 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
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ul style="list-style-type: none"> <li>The school aligns its spending of discretionary funds to systematic goals for student achievement.</li> <li>The school is vested in building partnerships with businesses and organizations that financially support programs and activities for student academic improvement.</li> </ul>	
	<b>Building a Team</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>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.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring practice is a series of interviews and tasks a candidate is asked to do, that is led by the administration and at times teacher leaders.</li> <li>The determination of a vacancy is done after strategic moves have been made, including but not limited to the re-organization of personnel.</li> </ul>	
	<b>Use of Time</b> ----->			<b>2</b>

## 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
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• The instructional minutes are followed as recommend by the state in the core subject areas.</li> <li>• The schedules for teacher collaboration are limited by short periods at a time and the lack of regularity every other week.</li> <li>• Academic interventions occur after school for a small group of students in an 8 week program as the budget allows for it and depends on teachers able to work after school.</li> </ul>	

## 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

Through voice and actions, our school climate supports and encourages students to recognize their own power to influence their lives and society by nurturing them socially, emotionally, and academically to become problem solvers and contributing members of society. We engage and educate the families in our community to develop a working partnership to ensure all Corkery students will succeed in their pursuit of college and career.

### Strategic Priorities

#	<b>Priority Description:</b> Write in the description of your priority.	<b>Rationale:</b> Write in your rationale (see instructions for guiding questions).
1	Use the common core standards effectively in backward design unit planning to ensure college and career student outcomes.	As Common Core State Standards become a nationwide initiative, our school recognizes the need for truly understanding the standards, analyzing them and using them to develop our unit instruction, performance assessments and daily lesson plans. This rigorous, standards-based planning will allow our students to thrive and rise to high levels of academic achievement.
2	Study small group instruction within the Workshop Model to provide rigorous, quality instruction that is skilled based and where leveled text is used to solidify students' preparation in becoming readers and writers.	Our school has studied minilessons as an instructional lever during the 2011-2012 School Year to develop our explicit classroom instruction. Our next step is to incorporate our minilessons into a Workshop Model with a small group, explicit instruction and independent practice. We plan to study small group planning and instruction within the Workshop Model to better transition from explicit minilessons to small-group and independent practice.
3	Development of College and Career Readiness for student and families to create articulation of needs and goals for each of our students to be fully prepared and engaged in knowing college and career expectations.	We acknowledge that as an elementary school we have done the bare minimum to inform the community on sets of skills and preparation for college and career readiness. We further realize that many of our students will be the first person in their families to go to college, therefore, we need to work to inform and prepare them and their families to have a deeper level of understanding of what it is meant to be college ready.
4		
5		

### 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
Use the common core standards effectively in backward design unit planning to ensure college and career student outcomes.	As Common Core State Standards become a nationwide initiative, our school recognizes the need for truly understanding the standards, analyzing them and using them to develop our unit instruction, performance assessments and daily lesson plans. This rigorous, standards-based planning will allow our students to thrive and rise to high levels of academic achievement.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All Teachers develop a Performance Assessment that is reviewed and given feedback	Professional Development	All	All teachers	On-going			
Train staff on enduring understandings and essential questions in preparation for backward unit planning.	Professional Development	All	ILT members	Summer 2012			
All teachers have an understanding of unit planning design and performance assessment.	Professional Development	All	All teachers	Summer 2012			
All teacher teams within clusters plan the first quarter unit plans by grade level/content.	Professional Development	All	All teachers	Summer 2012			
All teacher teams within clusters plan the second quarter unit plans by grade level/content.	After School/Extended Day	All	All teachers	Quarter 1			
Purchase non-fiction text as needed for implementation of the Common Core Standards	Instructional Materials	All	ILT members	Summer 2012			
Purchase resources as needed for implementation of the Common Core Standards	Instructional Materials	All	All teachers	Quarter 1			
All teachers teams within clusters plan the third quarter unit plans by grade level/content.	After School/Extended Day	All	All teachers	Quarter 2			
All teachers teams within clusters plan the fourth quarter unit plans by grade level/content.	After School/Extended Day	All	All teachers	Quarter 4			
Throughout the year, during principal directed professional development, review of student tasks' performance analyzing student work and set measurable goals of improvement.	Instruction	All	All teachers	On-going			



**Strategic Priority 1**


## Strategic Priority 2

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

Strategic Priority Description	Rationale
Study small group instruction within the Workshop Model to provide rigorous, quality instruction that is skilled based and where leveled text is used to solidify students' preparation in becoming readers and writers.	Our school has studied minilessons as an instructional lever during the 2011-2012 School Year to develop our explicit classroom instruction. Our next step is to incorporate our minilessons into a Workshop Model with a small group, explicit instruction and independent practice. We plan to study small group planning and instruction within the Workshop Model to better transition from explicit minilessons to small-group and

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop Theory of Action to align this powerful practice.	ILT/ Teacher Teams	All	ILT members	Summer 2012			
Develop the first 8 week learning cycle for implementation in guiding our work.	ILT/ Teacher Teams		ILT members	Summer 2012			
Train teachers on learnings from the Network summer institute and Teachers' College in New York in the Reading Workshop.	ILT/ Teacher Teams	All	All teachers who attend training	Summer 2012			
Develop the second 8 week learning cycle for implementation in guiding our work.	ILT/ Teacher Teams	All	ILT members	Quarter 1			
Develop the third 8 week learning cycle for implementation in guiding our work.	ILT/ Teacher Teams	All	ILT members	Quarter 2			
Develop the fourth 8 week learning cycle for implementation in guiding our work.	ILT/ Teacher Teams	All	ILT members	Quarter 3			

### 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
Development of College and Career Readiness for student and families to create articulation of needs and goals for each of our students to be fully prepared and engaged in knowing college and career expectations.	We acknowledge that as an elementary school we have done the bare minimum to inform the community on sets of skills and preparation for college and career readiness. We further realize that many of our students will be the first person in their families to go to college, therefore, we need to work to inform and prepare them and their families to have a deeper level of understanding of what it is meant to be college ready.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hire a Director of Student Success to be dedicated to bringing excitement and awareness of college/career readiness to students and families.	Staffing	All	Principal	Summer 2012			
Develop a plan of implementation with goals and objectives for the school year.	Parental Involvement	All	Principal, Director of Student Success, and Families	Summer 2012			
Establish partnerships with local colleges for student field trips and arrange for guest speakers.	Other	All	Director of Student Success and Families	Quarter 1			
Coordinate a career fair for students.	Other	All	Director of Student Success and Families	Quarter 2			
Plan college tours for students and parents.	Other	All	Director of Student Success	Quarter 3			
Plan a College Research Fair with students.	Instruction	All	Director of Student Success	Quarter 2			



Strategic Priority 3

--	--	--	--	--	--	--	--





### Strategic Priority 4

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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

### 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