



2012-2014 Continuous Improvement Work Plan

Esmond Elementary School

Rock Island Elementary Network
1865 W Montvale Chicago, IL 60643
ISBE ID: 150162990252191
School ID: 609908
Oracle ID: 23131



Mission Statement

Mission: Esmond's mission is to ensure that all students will receive a high quality educational experience that promotes critical thinking skills as we guide and prepare students to become college and/or career ready. The stakeholders are committed to partnering in an on-going process of educational improvement to prepare life-long learners.

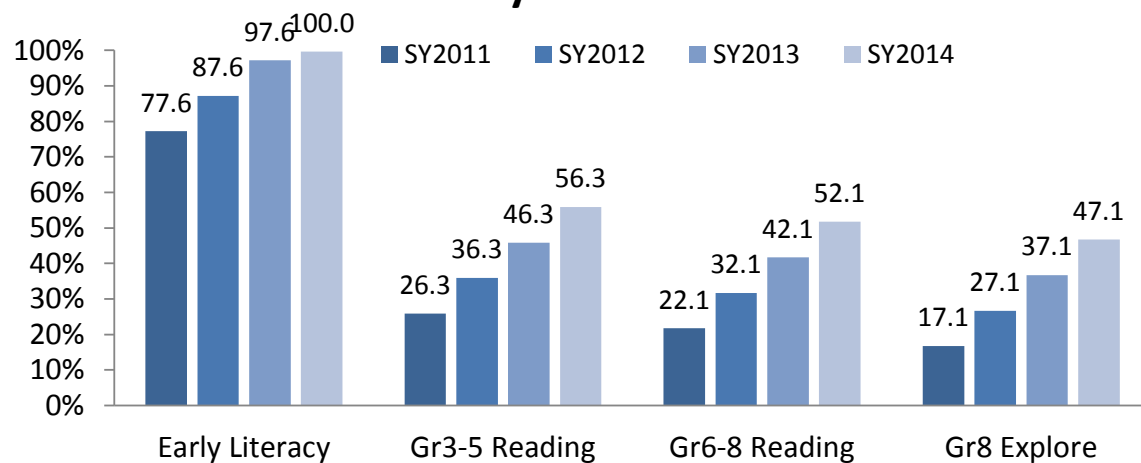
Vision: Esmond strives to develop ALL students to think critically, solve problems and have knowledge to compete in the global world. We want ALL Esmond students to

Strategic Priorities

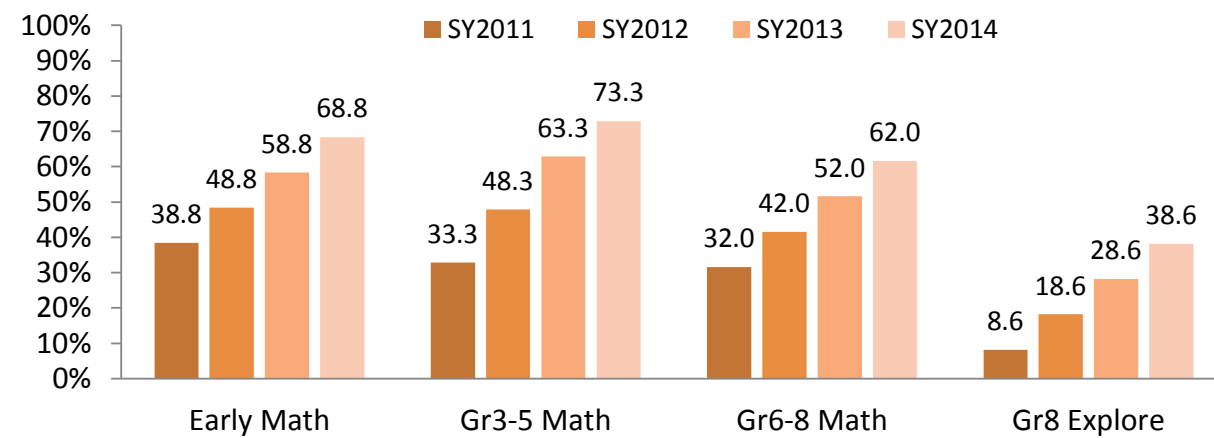
1. Esmond's core instructional program will provide data-driven, differentiated instruction that encompasses the Common Core State Standards ensuring academic rigor across subjects to improve outcomes for all students.
2. Esmond's professional learning systems will enhance the knowledge and expertise of all staff in an effort to provide high quality instruction for all students as well as build staff capacity.
3. Esmond's instructional leadership will lead the implementation of district-wide initiatives, disaggregation of data and provide support to staff.
4. Esmond's climate and culture will provide all students with a safe and nurturing learning environment that address social and emotional learning, promotes positive decision-making and conflict resolution.
5. Esmond's students will leave with a strong awareness of their college and career options as we prepare them for high school, college and beyond.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name

To get started, please select your school's name from the drop down list:

Esmond Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Dr. Angela R. Tucker	Principal
Vernecia Gee-Davis	Assistant Principal
Ava Davis	Counselor/Case Manager
Louis Gagner	Classroom Teacher
Rhonda Whaley	Classroom Teacher
Briana Moore	Classroom Teacher
Elaine Alkhalili	Special Education Faculty
Robert Fletcher, Bernika Green	Other
Allene Cunningham	Support Staff
Margaret Branch	Parent/ Guardian
Izora Brown	Parent/ Guardian
Laurie Smith	Community Member



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	77.6	87.6	97.6	100.0		Early Math % of students at Benchmark on mClass	38.8	48.8	58.8	68.8
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.3	36.3	46.3	56.3		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	33.3	48.3	63.3	73.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.0	62.0	72.0	82.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	47.5	57.5	67.5	77.5
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	22.1	32.1	42.1	52.1		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	32.0	42.0	52.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	37.5	47.5	57.5	67.5		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.2	65.2	75.2	85.2
8th Grade										
Explore - Reading % of students at college readiness benchmark	17.1	27.1	37.1	47.1		Explore - Math % of students at college readiness benchmark	8.6	18.6	28.6	38.6



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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	92.9	95.0	97.0	100.0					
					Misconducts Rate of Misconducts (any) per 100	34.0	24.0	14.0	4.0

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	62.4	72.4	82.4	92.4		ISAT - Reading % of students exceeding state standards	7.7	17.7	27.7	37.7
ISAT - Mathematics % of students meeting or exceeding state standards	72.0	82.0	92.0	95.0		ISAT - Mathematics % of students exceeding state standards	8.9	18.9	28.9	38.9
ISAT - Science % of students meeting or exceeding state standards	71.0	82.0	92.0	95.0		ISAT - Science % of students exceeding state standards	4.3	14.3	24.3	34.3

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Esmond has established clear and measurable goals that target a 10% increase in all content related areas. Esmond's theory of action clearly establishes the key levers of focus, based upon the analysis of all data, goals and the steps that will be taken to make the necessary gains to improve outcomes for students. Esmond's updated theory of action documents goals and actions that will be taken to improve outcomes for students.</p>	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Administration creates a professional learning system that is data-driven, providing professional texts to support research -based practices for classroom implementation. Principal provides a clear vision for instructional practice and conducts goal setting meetings with each teacher to establish expectations for improved teaching and learning.</p> <p>Administration nurtures a culture of college and career readiness by leading the integration of college readiness standards and utilizes external support (Network & DePaul) as resources to reach goals.</p> <p>Administration conducts regular parent meetings to present current school data and progress as well as to communicate the expectations for student learning. The purpose of these meetings are to make parents aware of student learning goals, standards, assessments and ways they can support student learning.</p>	

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Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teachers serve on one or more of the following school-wide teams or committees-Evidence: 2012-2013 Committee/Team rosters, sign in sheets and minutes. Teachers participate on ILT, grade level teams, RTI, CIWP, and data teams. Teachers are also members or chair Esmond's school-wide committees and teams. Teachers participate in grant writing opportunities and are able to voice suggestions regarding school improvement in all meetings.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Esmond's ILT is structured to have representation from staff with a combination of knowledge and expertise. There is a cross representation of teachers from primary, intermediate, junior high, special education, reading, math and science departments. The ILT meets regularly (every two weeks), with a focus on data analysis and data-driven instruction in order to improve outcomes for students. The ILT assists in leading professional development for whole staff and teacher teams. It also reflects on its process and strategizes how to improve utilizing the CPS ILT reflection tool and through progress monitoring of the Theory of Action. ILT meeting agendas and minutes document the ILT's functioning.</p>	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Esmond utilizes a systematic approach to data analysis. The most recent data is analyzed in ILT meetings, then in grade level meetings. Administration also meets with individual teachers to analyze data and supports teachers in creating plans of action to adjust and target instruction for specific groups of students.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>All grade levels plan for instructions utilizing the Illinois Learning Standards, Rock Island Network and DePaul Quarterly Instructional Foci, which are now inclusive of Common Core State Standards as well as pacing guides from all curricula.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Instructional materials are aligned with standards. Classroom libraries consist of a variety of genres and levels to support reading development. Math manipulatives and interactive science curriculum are used to engage all students in active learning opportunities.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Individual teachers and teacher teams have access to real-time data after each assessment (Scantron, Epath, DIBELS, mCLASS math, TRC, Burst). Teachers are also provided with their classroom, departmental and school-wide data by administration. Teachers design interim assessments via ePath to address the academic needs of all students thus differentiating instruction and assessment utilizing various types of questions: constructed response, multiple choice, performance tasks) to facilitate improved outcomes for students.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Learning objectives are posted and align to standards and pacing. Higher order questioning techniques are used by most teachers to develop critical thinking amongst students. Most teachers differentiate instruction on a regular basis to meet the academic needs of all students. Teachers provide students with weekly and interim formative assessments to assess learning and modify instruction. Teachers identify targeted instruction for specific groups of students and revise as students progress.</p>	

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Intervention ----->			3
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Esmond utilizes RTI process to screen and identify students who may be in need of academic intervention Students are provided academic intervention through extended day program remediation instruction and SES services. K-2 Intensive students receive Burst Intervention throughout the school day as well.</p>	
Whole staff professional development ----->			2
<div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em; padding-right: 5px;">Professional Learning</div> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional development is provided based upon current data but primarily provided to whole staff and departmental teams. The professional development plan is developed near the end of each year utilizing the district's restructured day template. All professional development is logged into CPSUniversity for tracking purposes.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Grade level and departmental team meetings every other week and are used to analyze student work, data and discuss progress monitoring. Teachers collaborate to plan for instruction, ILT members present information to their grade level and departmental teams, serving as the "expert". Agendas, sign-in sheets and minutes are used to document grade level and departmental meeting activity.	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	Esmond does not have a formal coaching plan to assist teachers; however, new teachers are matched with a mentor teacher for induction purposes. Although Esmond does not have freed coaches, administration provides teachers with coaching and professional development opportunities based upon their individual professional development needs when possible. School professional development, overall, is geared toward whole staff and teacher teams.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	ACT College Readiness Standards are posted in junior high classrooms and corridors. Students are also expose to college campuses through student incentives such as UIC and DePaul basketball and baseball games.	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	Students have at least one adult advocate to whom they can connect. Students with disabilities are included in all aspects of the school community and interact daily with their peers. Interactions between most adults and students are respectful and fair.	
Behavior& Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	Esmond incorporates restorative justice practices and in school suspension as an alternative to out of school suspensions when possible. School-wide student incentives are provided to encourage academic achievement and responsible behavior.	

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DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Principal provides families information on school performance via monthly newsletters and parent meetings. In addition, teachers provide parents with grade level and subject expectations along with grading policy information at the beginning of the school year and on an as needed basis thereafter. Families receive information on transitioning to others schools from school counselor.	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Teachers send home classroom newsletters, progress reports, make phone calls and meet with parents before and after school to address concerns. Administration also meets with parents before and after school as well as communicates via email and phone to address concerns.	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	Family and community involvement through participation in LSC and PAC as well as by volunteering at the school. Family curricula nights (reading, math, science, I.S.A.T.) are held to engage parents in understanding the school's curricula, district-wide assessments. Parents and community are also provided regular opportunities to attend awards assemblies, student performances and exhibitions.	

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
6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Counselor and social worker make home visits to support students and families on as needed basis. Outside resources such as immunization, dental and eyeglass services are provide to students through community supports.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Counselor provides 8th grade students with information on selective enrollment high schools that connect to students to academic preparations based upon their future aspirations.	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Students are given information to consider college and career choice via EXPLORE interest inventory. College and Career Readiness are discussed with students by the counselor, teachers and administration in informal conversations.		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	Esmond provides students with a variety of extracurricular activities such as martial arts, African dance and drumming, drill instruction, multi-media, drama, hip hop dance, cheerleading, double dutch, hair braiding, visual arts, mentoring through Girls Rule, as well as		

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
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	ACT College Readiness standards are posted throughout Junior High classrooms and corridors.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			2
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	PreK parents are provided with student results on the Kindergarten Readiness Inventory at the end of the year. Students in 8th grade participate in high school investigation day to get information on transitioning to high school.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			2
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Purchases with discretionary funds were made based upon needs and priorities identified in the 2010-2012 SIPAAA.	
	Building a Team ----->			3
<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Hiring occurs once a vacancy has been identified. Candidates participate in a multi-phase process which sometimes requires a demonstration lesson. Teachers sit in on interviews for positions that impact their respective teams (i.e. special education, middle grades, etc.) .Teams are created based on expertise, credentials, and skills and experience with the appropriate grade level. Special education applicants now complete an I.E.P. at interview.		
Use of Time ----->			2	
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	School schedule structured to provide mandatory minutes per each subject area, including two hour literacy block. Teachers receive the minimum number of preparation periods. Teachers collaborate at this time, but administrative driven teacher collaboration is done before school in grade level and departmental meetings.		

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

Mission: Esmond's mission is to ensure that all students will receive a high quality educational experience that promotes critical thinking skills as we guide and prepare students to become college and/or career ready. The stakeholders are committed to partnering in an on-going process of educational improvement to prepare life-long learners.

Vision: Esmond strives to develop ALL students to think critically, solve problems and have knowledge to compete in the global world. We want ALL Esmond students to explore advanced levels of technology to enhance their learning and increase their ability to become prepared for college and successful careers.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Esmond's core instructional program will provide data-driven, differentiated instruction that encompasses the Common Core State Standards ensuring academic rigor across subjects to improve outcomes for all students.	The academic needs of all students can be thoroughly addressed when instruction is based on data and differentiated, with a focus on Common Core Standards as the foundation of instruction and the implementation of interim assessments to improve teaching and learning. Based upon Esmond's most recent data, Esmond will aim to increase student achievement in reading, math and science by 10% each year.
2	Esmond's professional learning systems will enhance the knowledge and expertise of all staff in an effort to provide high quality instruction for all students as well as build staff capacity.	Professional learning systems are a vital to improving instructional practices and building capacity amongst staff and when professional development is strategic and multi-faceted, the individual and collective professional development needs of the staff can be met; therefore yielding high quality, rigorous instruction in the classroom.
3	Esmond's instructional leadership will lead the implementation of district-wide initiatives, disaggregation of data and provide support to staff.	The foundation of an effective school, is effective instructional leadership. It is imperative that instructional leaders understand best practices related to teaching and learning and ensure that teaching staff have the same understanding. Therefore, instructional leadership must be relentless in their efforts to provide strategic professional opportunities for staff that will enhance their instructional practices. Instructional leaders must lead the disaggregation of data and aid teachers in doing the same. Most importantly, shared leadership is the key to effective leadership and must be employed to build capacity amongst all staff.

4	Esmond's climate and culture will provide all students with a safe and nurturing learning environment that address social and emotional learning, promotes positive decision-making and conflict resolution.	Based upon the most recent data reported from the My School, My Voice Survey only 39% percent of all students reported feeling safe at Esmond School. Research states that when students feel safe and have developed a trusting relationship with at least one adult in the school, students enjoy school and are ready to learn.
5	Esmond's students will leave with a strong awareness of their college and career options as we prepare them for high school, college and beyond.	Esmond's 2011 EXPLORE data revealed that only 17.1% of our 8th graders met the College Readiness Benchmark in Reading and only 8.6% of our 8th graders met the College Readiness Benchmark in Math. The level of academic rigor must be raised across all subject areas to ensure our students are on track to be prepared for college.

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
Esmond's core instructional program will provide data-driven, differentiated instruction that encompasses the Common Core State Standards ensuring academic rigor across subjects to improve outcomes for all students.	The academic needs of all students can be thoroughly addressed when instruction is based on data and differentiated, with a focus on Common Core Standards as the foundation of instruction and the implementation of interim assessments to improve teaching and learning. Based upon Esmond's most recent data, Esmond will aim to increase student achievement in reading, math and science by 10% each year.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All teachers will use assessment data to develop small groups for targeted and differentiated instruction by the end of August 2012	Instruction	All	Teachers	Quarter 1	Quarter 1		
All teachers will complete curriculum mapping for the 2012-2013 school year by August 10, 2012	ILT/ Teacher Teams	All	ILT/Teacher Teams	Quarter 1	Quarter 1		
Science and Math Labs will be created and implemented to support targeted instruction in grades 3rd-8th by August 2012	Instructional Materials	All	Teachers	Quarter 1	Quarter 1		
An additional computer lab will be created to support project-based learning (K-5 lab and 6-8 lab)	Equipment/ Technology	All	Administration	Summer 2012	Quarter 1		
Conduct professional development for implementing Common Standards aligned literacy and math instruction	Professional Development	All	Admin/CommCore Teacher Leaders	Summer 2012	Summer 2012		
Conduct audit of existing curriculum for alignment to Common Core Standards	Instructional Materials	All	ILT/Teacher Teams	Summer 2012	Summer 2012		
Instruction will include thematic units, incorporating project-based learning opportunities for all students	Instruction	All	Teachers	Quarter 1	On-going		
Utilize interim assessment data to design instruction for intervention and accelerated instructional blocks	Instruction	All	Teachers	On-going	On-going		
Shift current libraries to prior year grades and update classroom libraries to include Common Core suggested reading selections for each grade level	Instructional Materials	All	Admin/CommCore Teacher Leaders	Summer 2012	Quarter 1		
Incorporate technology into core instruction via virtual learning and educational software align to Common Core Standards	Instructional Materials	All	Teachers	On-going	On-going		
Host Quarterly Common Core Standards Parent Meeting	Parental Involvement	All	ILT/Teacher Teams	Quarter 1	On-going		



Strategic Priority 2

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

Strategic Priority Description	Rationale
Esmond's professional learning systems will enhance the knowledge and expertise of all staff in an effort to provide high quality instruction for all students as well as build staff capacity.	Professional learning systems are a vital to improving instructional practices and building capacity amongst staff and when professional development is strategic and multi-faceted, the individual and collective professional development needs of the staff can be met; therefore yielding high quality, rigorous instruction in the classroom.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a differentiated professional development plan/calendar for 2012-2013 school year that focuses on individual, departmental, content area and collective professional development needs of all staff.	Professional Development	All	Administration	Summer 2012	Summer 2012		
Host Common Core Standards Training for staff	Professional Development	All	Admin/Com Core Teacher Leaders	Summer 2012	Summer 2012		
Create internal walk through schedule to identify instructional areas of strength and areas of opportunity	Instruction	All	Admin/ILT	Quarter 1	On-going		
Provide support/opportunities for peer observation of instructional best practices as well as oportunities for debriefing	Instruction	All	Administration	Quarter 1	On-going		
Increase individual professional library and continue to utilize professional texts to lead professional learning communities and improvement of instruction	Supplies	All	Administration	Summer 2012	On-going		
Provide training opportunities for staff on all new curricula	Professional Development	All	Administration	Summer 2012	On-going		
Create opportunities for weekly grade level and vertical planning	Instruction	All	Administration	Quarter 1	On-going		
Create and administer professional development needs assessment for all staff	Professional Development	All	Administration	Summer 2012	Summer 2012		



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
Esmond's instructional leadership will lead the implementation of district-wide initiatives, disaggregation of data and provide support to staff.	The foundation of an effective school, is effective instructional leadership. It is imperative that instructional leaders understand best practices related to teaching and learning and ensure that teaching staff have the same understanding. Therefore, instructional leadership must be relentless in their efforts to provide strategic professional opportunities for staff that will enhance their instructional practices. Instructional leaders must lead

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create ILT and other Teacher Teams to assist with implementation of district-wide initiatives	ILT/ Teacher Teams	Not Applicable	Administration	Summer 2012	Summer 2012		
Create ILT schedule for 2012-2013 school year for regular review and analysis of school data and instructional best practices	ILT/ Teacher Teams	Not Applicable	Administration	Summer 2012	Summer 2012		
Lead and monitor common planning meetings	ILT/ Teacher Teams	Not Applicable	Admin/ILT	Quarter 1	On-going		
Create and maintain data room consisting of school-wide data	Other	Not Applicable	Admin/ILT	Quarter 1	On-going		
Allocate funds for sub coverage to provide opportunities for teacher leaders to share teaching strategies and resources	Professional Development	Not Applicable	Administration	Quarter 1	On-going		
Conduct weekly informal observations and required formal observations in classrooms to observe instructional practices and provide immediate feedback to positively impact instruction	Instruction	Not Applicable	Administration	Quarter 1	On-going		
Facilitate professional development on REACH Students evaluation system.	Other	Not Applicable	Administration	Quarter 1	Quarter 1		



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
Esmond's climate and culture will provide all students with a safe and nurturing learning environment that address social and emotional learning, promotes positive decision-making and conflict resolution.	Based upon the most recent data reported from the My School, My Voice Survey only 39% percent of all students reported feeling safe at Esmond School. Research states that when students feel safe and have developed a trusting relationship with at least one adult in the school, students enjoy school and are ready to learn.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All staff provided with professional development in social and emotional learning.	ILT/ Teacher Teams	All	All Staff	Quarter 1	On-going		
Establish a school climate leadership/social and emotional learning team representative of the full staff, including an administrator.	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2012		
SEL Leadership team uses data and staff input to identify 1-2 areas of improvement to focus their change efforts (e.g., hallways, classroom management)	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	Summer 2012	Summer 2012		
Purchase SWIS software to aid in generating data regarding the most prevalent and problematic behavior.	Equipment/ Technology	All	Administration	Summer 2012	Summer 2012		
SEL Leadership team collects and assesses school-wide climate data	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	Quarter 1	On-going		
SEL Leadership team defines school wide expectations	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	Quarter 1	Quarter 1		
SEL Leadership team develops lesson plans to communicate and teach school wide expectations and specific policies for identified areas of improvement	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	Quarter 1	Quarter 1		
Character Education, inclusive of Social and Emotional Learning, will be taught school-wide	Instruction	All	Administration	Quarter 1	Quarter 4		
Hold a school wide expectations kick-off	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	Quarter 1	Quarter 1		

Strategic Priority 4

SEL leadership team collects and analyzes school-wide climate data, focusing on identified areas of improvement to tweak policies if necessary and/or move on to new areas of need	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	Quarter 2	Quarter 2		
SEL leadership team establishes a student acknowledgement plan to encourage and celebrate expected behaviors	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	Quarter 2	Quarter 2		
SEL leadership team creates school wide expectations incentives after breaks	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	Quarter 2	Quarter 2		
SEL leadership team collects and analyzes school-wide climate data, focusing on identified areas of improvement to tweak policies if necessary and/or move on to new areas of need	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	Quarter 3	Quarter 3		
SEL Leadership team establishes a staff acknowledgement plan to encourage and celebrate staff buy in and consistent implementation	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	Quarter 3	Quarter 3		
Based on data, leadership team develops lesson plans to communicate and teach school wide expectations and changes to/reinforcement of specific policies for identified areas of improvement	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	Quarter 4	Quarter 4		
End of Year Celebration with staff and students to celebrate improvements and acknowledge those exhibiting school-wide expectations	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	Quarter 4	Quarter 4		
SEL Leadership team collects and analyzes school-wide climate data	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	On-going	On-going		
All staff members consistently reinforce school wide expectations and acknowledgement system	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	On-going	On-going		
Create safe school team to encourage and support safe behaviors and to develop and implement a peer mediation program	ILT/ Teacher Teams	All	Admin/Safe School Team	Summer 2012	On-going		
Establish staff/student mentoring program to connect students with at least one adult in the building to provide social/emotional support and guidance	ILT/ Teacher Teams	All	SEL Leadership Team/Admin	Quarter 1	On-going		
Establish parent support team to share components with other parents and community regarding SEL	LSC/ PAC/ PTA	All	SEL Leadership Team/Admin	On-going	On-going		



Strategic Priority 5
