



2012-2014 Continuous Improvement Work Plan

Telpochcalli Elementary School

Pilsen-Little Village Elementary Network

2832 W 24th Blvd Chicago, IL 60623

ISBE ID: 150162990252901

School ID: 609921

Oracle ID: 23231



Mission Statement

Telpochcalli (Nahuatl for "house of youth") school is comprised of students, teachers, families and artists who aspire to cultivate socially-conscious students who understand, appreciate and contribute positively to development of self, family, community and world. Our small school is dedicated to integrating the arts and Mexican culture into an innovative challenging academic and social experience and to the development of fully bilingual/biliterate students in English and Spanish. This prepares students to be college and career ready.

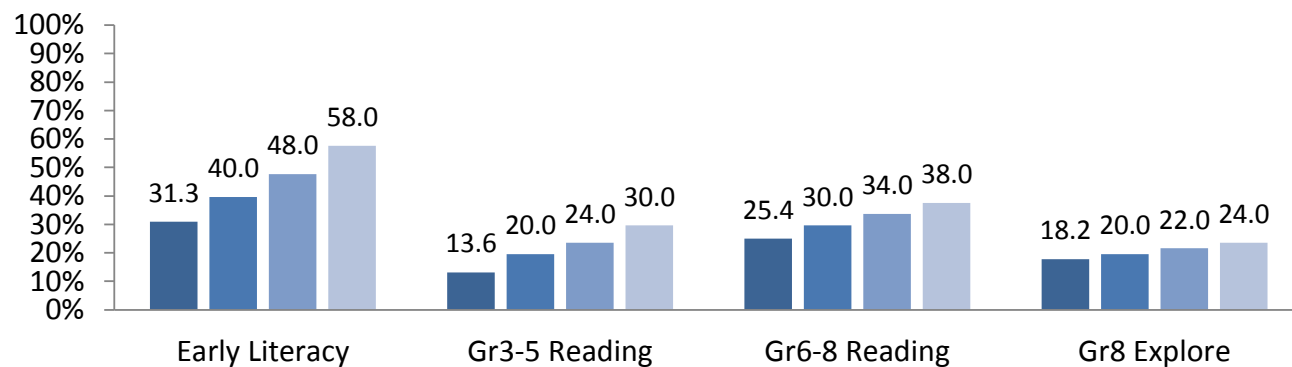
Strategic Priorities

1. Teachers will continue to develop mini-lessons using the mini-lesson format (connection, teach, active engagement, link) in literacy and content areas.
2. Teachers will develop units and PA to support implementation of the CCSS.
3. Faculty will focus on refining the bilingual framework to support all students on-going development in Eng/Span.

School Performance Goals

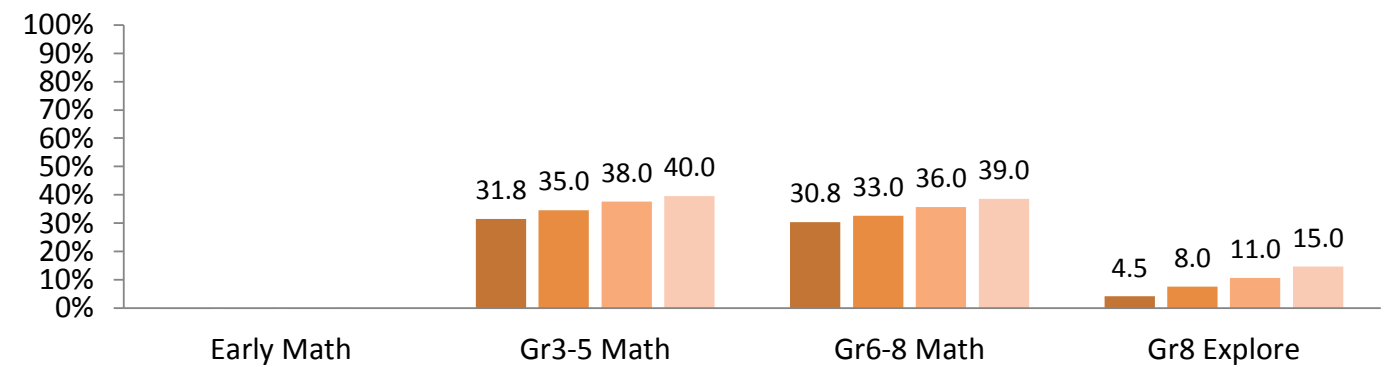
Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014



Math Performance Goals

Legend: 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:	Telpochcalli 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
Martha Elena Maldonado	Classroom Teacher
Maria D. Soria	Special Education Faculty
Jennifer Klonsky	Classroom Teacher
Rebecca Provencher	ELL Teacher
Daniel P. Sullivan	Parent/ Guardian
Diana Guerrero	Parent/ Guardian
Irma Contreras	LSC Member
Ma. Teresa Cosme	Counselor/Case Manager
Tamara Witzl	Principal
Eloy Reyes	Community Member
Maria D. Velazquez	Community Member
Elizabeth Pagan	ELL 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	31.3	40.0	48.0	58.0		<b>Early Math</b> % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	13.6	20.0	24.0	30.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	31.8	35.0	38.0	40.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	50.8	52.0	54.0	56.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	66.2	68.0	70.0	72.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	25.4	30.0	34.0	38.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	30.8	33.0	36.0	39.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	54.4	57.0	59.0	62.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	51.6	55.0	58.0	61.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	18.2	20.0	22.0	24.0		<b>Explore - Math</b> % of students at college readiness benchmark	4.5	8.0	11.0	15.0



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### 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	95.4	96.0	96.0	96.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	2.7	2.0	2.0	2.0

### 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	54.3	58.0	60.5	62.0		<b>ISAT - Reading</b> % of students exceeding state standards	7.3	9.0	11.0	13.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	64.5	67.0	69.0	71.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	8.4	11.0	13.0	15.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	43.5	46.0	48.0	50.0		<b>ISAT - Science</b> % of students exceeding state standards	4.3	7.0	9.0	11.0

## 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>2</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>Our school has developed goals for students which aim to make each student successful and develop their capacity to achieve at high levels. We share student success and continuously collaborate to support students by sharing student progress and interventions. Each cluster keeps a list of students who are targeted for intervention and monitors student progress at monthly cluster meetings. Our school community has focused on our TOA to better understand CCSS and focus on instructional improvement through mini-lessons. Fidelity of implementation is monitored by the principal and our ILT. Attending PD and sharing learning is part of our regular faculty PD.</p>	
	<b>Principal Leadership</b> ----->			<b>3</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>	<p>*Our PLC is organized horizontally by clusters and vertically by content. Our weekly 2 hour PD time is spent in a range of ways which research supports improve teaching and learning. Guided by protocols and agendas for each meeting, teachers engage in professional readings, critical feedback, unit/lesson planning, collaborative sharing of practices and dilemmas, examine a robust range of student data. The topics and areas of focus as developed with the faculty and principal. Principal attends all sessions and guides some of the sessions .</p> <p>*Princial continuously communicates with all members of the school community. Through face to face meetings, discussions, classroom visits, e-mail, regular meetings, the principal stays in close contact with students, teachers, parent and community members. Monthly calendars, numerous postings and mailings and regular student progress commuications (phone, conferences, reports)keep families and students informed of events, opportunities and learning progress. Additional grants support.</p>	

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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>	<p>Our teachers are deeply involved in the success of the school. All faculty members are involved in co-curricular activities, classes and support outside of the traditional school day. Every faculty member is a participant in our PLC. Each teacher is part of the RTI team and data team connected to their cluster. Each year teachers mentor student teachers or students internships. This year - 65% of our faculty have been involved in mentoring student teachers through semester long student teaching or trimester internships; 100% are active union members, 70% have participated in wrtg. outside grants, 100% have attended workshops or conferences outside of our school, 100% have participated in some combination the CIWP, IL T, FDS; 100% of our faculty are involved w/ Dual Language; teacher learning is continually shared and guided by our PLC. Teachers, visitors, PD providers, university and community partners continually commend us on the high quality of teachers and the high level of commitment that is demonstrated to our students and their success.</p>	



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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</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>	<p>Telpochcalli's ILT is structured to ensure all members of our the faculty and staff are working together and maintain focus on students. Together the ILT is acutely aware and able to keep our focus on improving teaching and learning for all students. ILT members decide and lead PD efforts. Identifying needs through looking at a range of data, ILT members participate and share responsibility for communicating among themselves and with all faculty members. Our ILT meets every other week and reviews progress on chosen goals. Upon making progress based on qualitative and quantitative data presented and discussed, the team reflects on learning, adjusts goals and proceeds to work. As a small school, communication and direction is coordinated and supported. All members of the faculty have a clear path to participate the ILT.</p>	<b>2</b>
<b>Monitoring and adjusting</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>	<p>Our TOA guides our work and our levers were chosen because the targeted teachers practice and learning we wanted to improve. We have regularly reflected, shared learning and adjusted our levers to gage if our focus is effective. We have analyzed data to guide our work. Since our levers focus on teacher learning (CCSS) and mini-lessons, teacher evaluations of their learning and improvement of practice have been used to assess progress in addition to student data. We look forward to continually this learning. Teachers report it has been effective and helpful in their practice.</p>	<b>3</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</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>	Collectively, our cluster teams work together to address curriculum. At the same time, content teams focus on content scope and sequence to ensure the school has a plan to follow and connect learning from K-8. Our faculty exposure and understanding of the CCSS is developing and we are working to connect what we have in place and identify other needs. Core subjects have a scope and sequence established. Materials are in place including leveled text sets which are topic based. Balanced literacy instruction and pedagogy addressing students diverse needs are designed to give all students access to the core content. Ongoing teacher collaboration supports alignment to standards. A wide range of materials and text are available in all classrooms. Allocations for ensuring teachers have the materials they need is a priority for the principal and faculty.	
	<b>Instructional materials</b> ----->			<b>3</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>	We are grouped by cluster grades K-2, 3-5 and 6-8. We have materials which are aligned with standards and each year identify where we need to replace or supplement materials. We are reviewing and evaluating our instructional materials to ensure we have adequate materials to meet the CCSS. We have many materials available and used in all classrooms in a variety of content. We have leveled books and content text sets. Teachers in collaboration with the principal identify needs and ensure funds are available for materials each year.	
<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. We continually need to find high quality Spanish language materials across</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</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>	<p>All teachers who administer SCANTRON have access the data immediately. All teachers K-2 who adminster TRC/STEP have access to their student data immediately. All teachers have access and know how to use CIM where student assessment data is stored 3-8 grade. The cluster teams use a robust set of available assements and data when regularly monitoring student progress which includes, but is not limited to benchmark, formative, summative, screening and diagnostic assessments. Thus, students are consistently assesed using, but not limited to student work, a variety of written responses, unit assessments, standard assessments, summative and formative assessments, performance assessments and demonstrations of learning. All modifactions and accomodations are made to meet the needs of all of our students. We are always refining our use of student assessment data to improve our practice, target interventions and guide improvement.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</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>	<p>Teachers regularly communicate with their students regarding the learning objective(s). Rubrics are used and guide student work in most content areas. Connecting students learning to relevancy is present in most instances, yet, could be more consistent and clear. Directions and procedures for engaging in the students is concise and ample work time is supported and provided. A range of questions from low to high level are present in lessons. Teachers are acutely aware of the need to promote student thinking which leads to deep demonstrated understanding. In classrooms, teacher techniques scaffold learning for all students. Student are taught and know how to use strategies to successfully access tasks. Increasing task complexity is an area of focus and study for our faculty. Teachers use a variety of formative assessments during instruction to monitor student progress. Teacher understanding and knowledge about each student and their progress is well understood and they are able to effectively communicate individual student progress to students, parents and colleagues.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>3</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>	<p>Decisions about which students need what kind of intervention are in place. Teachers regularly address student need and interventions at the classroom level as well as the cluster and ILT meetings. A majority of the faculty are trained to administer diagnostic assessments which point to learning needs, however, time to administer is difficult to find. Small group instruction to target needs is provided in all classrooms. Some push-in support is provided by teachers and in some cases, support occurs outside of the classroom which targets learning gaps. Though our RTI teams, we look at targeted students every 5 weeks to make adjustments.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>4</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>	<p>Since its inception, Telpochcalli has had a strong PD at its core. The whole faculty/staff PD is part of each week. There is a plan for our professional development which is decided by the faculty. We have a structure which guides this time and it includes- cluster teams, PLC-professional readings, curricular committees, Dual language learning, collegial feedback using a protocol focused on teacher practice and student work, work on CCSS and our levers. Adjustments are made through out the year to accomodate needs and outside demands. We evaluate at the end of each session. Most of our sessions are lead or guided by our teachers(ILT) and principal. Collaborative cluster work is facilitated by teachers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</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>	<p>We have cluster teams and cross content curriculum teams. We have agendas for each meeting and we have professional learning community norms developed for our professional community. We often use professional protocols to guide our collaborations. The protocols change depending on the activity or focus. All of our teams consist of gen. ed teachers, spec. ed teachers and bilingual teachers. Teacher are invest in the success of all students and collaborate to share ideas, information, review data and plan for interventions, instruction and improvement.</p>	
	<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>	<p>We lack resourses to provide coaching at the level needed for maximum professional growth and learning. Currently, we have some resources in place- New Teacher induction, Math support- NEIU, cluster support for collaboration, planning and problem solving, DL support, extensive mentoring of student teachers/university partnerships. We have systematized PD as well as individual PD opportunities supporting individual teacher needs. We lack consistent peer observations/cross-classroom visitation due to lack of resources (funding &amp; consistent high quality subsitutes). We do not lack the will or desire to make peer observation an integral part of our professional community.</p>	



**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>4</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>	<p>All of our faculty and staff believe in each students abilities and capabilities. We diligently work to reinforce high expectations for each student. We are driven to keep every student focused on achieving and provide on-going high quality opportunities for learning and development. Students are empowered to take responsibility for their learning and we explicitly develop students' voices. At the same time, we listen to students. We want to hear what they need, think and dream. College, post secondary and life long learning is our goal for every student. We are dedicated to ensuring our students have every opportunity to learning and</p>	
	<b>Relationships</b> ----->			<b>4</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>	<p>Our school has an intense focus on ensuring each student is known and supported. Consistently, our students report they feel respected and supported. We promote positive behavior management and self-control. Appropriate and fair responses to student behaviors are implements. Our school environment and school community speak to students language, families and culture in large and small ways. Visitors to our school regularly share the fact that the school is filled with love, caring, sharing and empowerment.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>4</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>	<p>We implement Positive Behavior Discipline. This begins in the classroom though setting up an environment of respect and generating up to 5 simple classroom rules. It includes class meetings which take place at regular intervals and move from teacher directed to students directed. Agendas for these meetings can be set by the students or teachers. Support groups are implemented to help students develop postive social relationships. Anger management and conflict resolution programs are support</p>	



**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>4</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>	<p>On numerous occasions throughout the school year, the principal provides clear information for families on the school's performance. She accurately and effectively explains the information so families understand how this information is related to their child(ren). Examples of these times are - Curriculum night, LSC mtgs, PAC mtgs., BAC mtgs, parent conferences and Family reading -math-science nights.</p> <p>Our teachers provide all families information about expectations for student achievement at specific grades. Examples of these times are- Curriculum night, report card conference 2x/year, individual parent conferences, family reading-math-science nights, DL presentations, other parent conference requested by the teacher, parents or principal.</p>	
	<b>Ongoing communication</b> ----->			<b>4</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>	<p>All of our faculty, staff and administration are engaged continuously in reaching out to communicate with families. Via phone, e-mail, conference and mail we communicate with families to ensure grade level expectations are shared. Through workshops, conferences and demonstrations we show parents how they can support their child's learning at home. At the same time, we create a wealth of opportunities(conferences, mtgs, phone calls, e-mails, school</p>	
<b>Bonding</b> ----->			<b>4</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>	<p>Telpochcalli is a welcoming environment. Through more traditional means as well as through home visits, workshops, classes, counseling services, LANS support, support groups and leadership development we provide a wide range of ways to support parent engagement. We have annual events such as family-art, read, math and science night. We conduct DL learning sessions to inform and support parent learning about language learning and language development. Each trimester, our teachers and artists demonstrate the learning from our artist residency program. New this year, we will have our middle school students demonstrate their learning using our iPads and have our students teach the parents something</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>4</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>	Our school faculty, staff and administration conduct home visits when necessary and provide an ample amount of social services in collaboration with outside agencies to support our families. We continually seek additional resources and funding to meet our families needs.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>4</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>	In the early grades we introduce our students to the range of careers. We also take our students on a variety of field trips to connect learning and expose our students to many opportunities. In the upper grades, student explore careers, have presentations from different professions. We have taken our middle grade	
<b>Academic Planning</b> ----->			<b>3</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>	We guide our middle school students through a process of planning and researching options for careers. Then, they explore post secondary opportunities to help them reach these goals. We evaluate students progress based on outcomes shared and rubrics which support students taking responsibility for their learning and results. One on one conversations are held with each student to determine where there performance is and what needs to improvement. We take middle school students to visit colleges, have presentations from colleges and college students and provide support throughout HS and searching for college opportunities,		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</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>	Telpochcalli has a wide range of opportunities for students to participate in extended learning opportunities. Due to grants and additional funding (CSI, Gear UP, SES, CAPE, GOR) our students have access to arts, academic, recreational and social emotional after		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>4</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>	Telpochcalli participates in all college and career assessment made available to students.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>4</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>	A wide range of opportunities are provided to parents and students regarding college. Through workshops, college visits, college students sharing their experiences and reserch, we expose our students and support them in setting college as their goal. For Telpochcalli graduates, our doors are open to support them through the college application and financial aid process. Currently, GEAR UP will support and increase our efforts. Additionally, we have a LULAC has a college center located in our facility to support	
<b>Transitions</b> ----->			<b>3</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>	Telpochcalli reaches out to the community and families to ensure students are registered and ready for kindergarten. We share multiple announcements and talk to families about kindergarten. We work with our community programming to ensure students and families are supported as they transition in to benchmark grades and HS transition. We meet regularly with 8th grade families ( once each quarter) to make sure they are supported in the HS transition. We encourage students to return to us for help and support throughout the years. Each year, our 8th grade students are	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>4</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>	<p>We are focused on spending our funds to support student learning and achievement. Without questions, we are most concerned and focused on ensure our student have a future filled with college and career success. We write and receive a number of additional grants to supplement the funds we receive. See specifics above.</p>	
	<b>Building a Team</b> ----->			<b>4</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>	<p>We hire based on needs and faculty/staff capacity. We use our network of partners and draw on our student teachers and other internship participants to get superior candidates. We have a committee of teachers and the principal to review applicant resumes and conduct interviews. Our interviews conducted in English and Spanish. Candidates submit writing samples in English and Spanish. Perspective teachers teach a lesson observed by the principal and at least two teacher members of the committee. Sometimes a second interview is conducted. We have used this process for many years.</p>	
<b>Use of Time</b> ----->			<b>3</b>	
	<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>	<p>We have a FSD plan which provides for student needs focused on school-wide growth goals. We have tried to maximize the time for teacher collaboration, but this "new" schdule actually provides for less full faculty/staff time than we have had in the past. In our 2012 restructured school day, we have 120 minutes. Our 2013 FSD plan only provides for 75 minutes as given in the parameters. This is a loss for us. We have created a schedule to provide intervention blocks.</p>	



## 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

Telpochcalli (Nahuatl for "house of youth") school is comprised of students, teachers, families and artists who aspire to cultivate socially-conscious students who understand, appreciate and contribute positively to development of self, family, community and world. Our small school is dedicated to integrating the arts and Mexican culture into an innovative challenging academic and social experience and to the development of fully bilingual/biliterate students in English and Spanish. This prepares students to be college and career ready.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will continue to develop mini-lessons using the mini-lesson format (connection, teach, active engagement, link) in literacy and content areas.	This year, we have worked implementing mini-lessons through two cycles. We want to continue to build our capacity to ensure the lessons are clear focused and support student learning at high levels. Classroom observations indicate our teachers understand and implement the format of a mini-lesson. We need to improve on clearly presenting the objective and ensuring the student tasks deepen learning. Student data indicates most students meet their growth targets, but they are not working at grade level.
2	Teachers will develop units and PA to support implementation of the CCSS.	As we move into the CCSS, we will work to develop units and PA which support students improvement and move them forward to meet the new standards. Ensuring units include high level tasks will be a focus of the work.
3	Faculty will focus on refining the bilingual framework to support all students on-going development in Eng/Span.	Through classroom observations and teachers discussions, we have identified this priority. Dual Language programs need continuous support and refinement. We are committed to developing this opportunity for our students. We identified short term goals (Lit. assessment protocols, Spanish use, literacy block, simultaneous literacy, written production in both languages, bridging and empowering the students and families with bilingualism). Long term goals included language outcomes/functions, differentiation of assignments/assessments for newcomers, latecomers, low literacy student, special education language development goals, integrating bridging work into unit plans and integrating scaffolding work into unit plans are the focus of this work.
4	Optional	
5	Optional	



### Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers will continue to develop mini-lessons using the mini-lesson format (connection, teach, active engagement, link)in literacy and content areas.	This year, we have worked implementing mini-lessons through two cycles. We want to continue to build our capacity to ensure the lessons are clear focused and support student learning at high levels. Classroom observations indicate our teachers understand and implement the format of a mini-lesson. We need to improve on clearly presenting the objective and ensuring the student tasks deepen learning. Student data indicates most

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Two teachers from each cluster will develop a mini-lesson to share with colleagues.	ILT/ Teacher Teams	All	teachers/principal	Quarter 1			
In clusters, teachers give each other feedback on the mini-lesson.	ILT/ Teacher Teams	All	teachers/principal	Quarter 1			
Teacher teach the mini-lesson and another teacher/principal observes.	ILT/ Teacher Teams	All	teachers/principal	Quarter 1			
Teacher and observer meet to get feedback.	Professional Development	All	teachers/principal	Quarter 1			
Two teachers from each cluster will develop a mini-lesson to share with colleagues.	ILT/ Teacher Teams	All	teachers/principal	Quarter 1			
In clusters, teachers give each other feedback on the mini-lesson.	Professional Development	All	teachers/principal	Quarter 1			
Teacher teaches mini-lesson and another teacher/principal observes.	Instruction	All	teachers/principal	On-going			
Teacher and observer meet to get feedback.	Professional Development	All	teachers/principal	On-going			
On-going mini-lesson preparation by teachers and observation and feedback by teachers/principal.	ILT/ Teacher Teams	All	teachers/principal	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
Teachers will develop units and PA to support implementation of the CCSS.	As we move into the CCSS, we will work to develop units and PA which support students improvement and move them forward to meet the new standards. Ensuring units include high level tasks will be a focus of the work.

**Action Plan**

**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will work on development of a unit and PA to align to the CCSS.	Professional Development	All	teachers/principal/network	Summer 2012			
Teachers will share their units PA with colleagues.	Professional Development	All	teachers	Quarter 1			
Teachers will support colleagues developing units and PA aligned to the CCSS.	Professional Development	All	teachers/principal	Quarter 1			
Teachers will implement designed unit & PA	Instruction	All	teachers/principal	Quarter 1			
Teachers will bring student work from the unit to get feedback from colleagues in PD.	Professional Development	All	teachers/principal	Quarter 1			
Teachers will work on development of a unit and PA to align to the CCSS.	Parental Involvement	All	teachers/principal	Quarter 1			
This cycle will repeat for each quarter.	Professional Development	All	teachers/principal	On-going			



**Strategic Priority 2**




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
Faculty will focus on refining the bilingual framework to support all students on-going development in Eng/Span.	Through classroom observations and teachers discussions, we have identified this priority. Dual Language programs need continuous support and refinement. We are committed to developing this opportunity for our students. We identified short term goals (Lit. assessment protocols, Spanish use, literacy block, simultaneous literacy, written production in both languages, bridging and empowering the students and families with

Action Plan Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
In collaboration with NEIU, Telpochcalli faculty and principal will plan a two day retreat to review and update our DL model.	Professional Development	All	Mt Garreton, MB, Liz, Tamara, Rosaba	Summer 2012			
Teachers will participate in the a two day retreat to review and update our DL model.	Professional Development	All	teachers, Dr. Garreton (NEIU),	Summer 2012			
Teachers will continue work from the DL retreat at monthly session during the year.	Professional Development	All	teachers	On-going			





Strategic Priority 3

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### 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