CIWP

2012-2014 Continuous Improvement Work Plan

Belmont-Cragin Elementary School

Fullerton Elementary Network

2456 N Mango Ave Chicago, IL 60639

ISBE ID: 150162990252923

School ID: 609922

Oracle ID: 26771
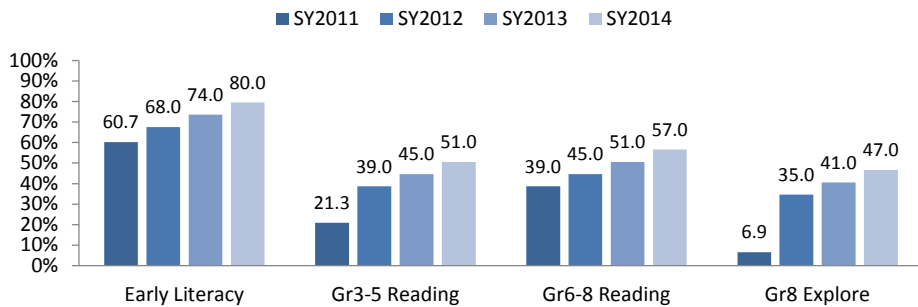
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Mission Statement

To provide a safe, inclusive enviroment for learning by delivering a tiered curriculum, that will support balanced literacy, problem solving and project based-learning. Teachers, staff and administration will place special emphasis on bilingual education through the Dual Language PLC and use of ESL strategies. The Early Childhood Center will provide a safe, organized, child-centered, Reggio-inspired environment that values children's rights and individuality. All stakeholders will work together to ensure that students graduate from our school with the necessary skills required for college and the world of work.
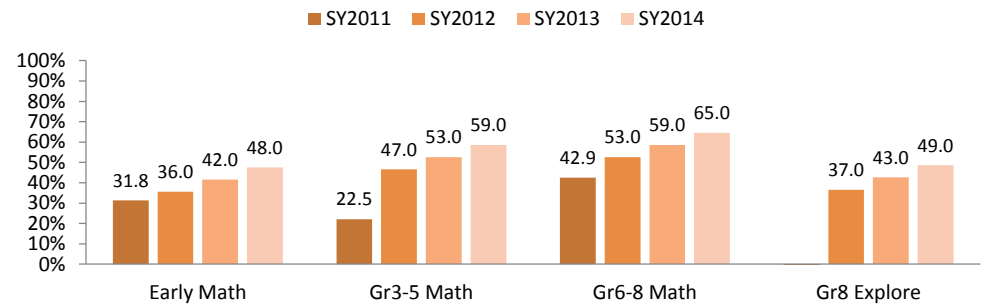
Strategic Priorities

1. Increase effective instruction in reading, math, writing, science, and social studies through professional development on core learning outcomes aligned with Common Core and EXPLORE/ISAT, with ongoing formative evaluation, and differentiated instruction that enriches the learning experience.

2. Improve student behavior and commitment to the school and community through positive collaboration and responsibilities, including service learning.

3. Strengthen family and community involvement by increasing the quantity and quality of extended learning activities and school-home communications.

5.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	SY2011	SY2012	SY2013	SY2014
Early Literacy	60.7	68.0	74.0	80.0
Gr3-5 Reading	21.3	39.0	45.0	51.0
Gr6-8 Reading	39.0	45.0	51.0	57.0
Gr8 Explore	6.9	35.0	41.0	47.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	SY2011	SY2012	SY2013	SY2014
Early Math	31.8	36.0	42.0	48.0
Gr3-5 Math	22.5	47.0	53.0	59.0
Gr6-8 Math	42.9	53.0	59.0	65.0
Gr8 Explore		37.0	43.0	49.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

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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:	Belmont-Cragin 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
Stacy Stewart	Principal
Jorge Melgar	Assistant Principal
Cynthia Wolski	Classroom Teacher
Saskia Benitez	Classroom Teacher
Analelli Munoz	ELL Teacher
Tabbatha Kraft	Classroom Teacher
Brenda Jimenez	Classroom Teacher
Marta Moya-Leang	Lead/ Resource Teacher
Roxanna Torres	LSC Member
Maria Munoz	LSC Member
Griselda Flores	Other
Stacy Bagan	Other

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	60.7	68.0	74.0	80.0	**Early Math** % of students at Benchmark on mClass	31.8	36.0	42.0	48.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.3	39.0	45.0	51.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	22.5	47.0	53.0	59.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.8	54.0	59.0	65.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	55.3	57.0	62.0	68.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	39.0	45.0	51.0	57.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	42.9	53.0	59.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.2	55.0	61.0	67.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	61.7	63.0	69.0	75.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	6.9	35.0	41.0	47.0	**Explore - Math** % of students at college readiness benchmark	0.0	37.0	43.0	49.0

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.3	96.0	97.0	98.0	**Misconducts** Rate of Misconducts (any) per 100	1.3	1.0	1.0	1.0

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	66.5	72.0	76.0	82.0	**ISAT - Reading** % of students exceeding state standards	11.0	15.0	18.0	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	72.3	78.0	84.0	90.0	**ISAT - Mathematics** % of students exceeding state standards	11.0	15.0	18.0	20.0
ISAT - Science % of students meeting or exceeding state standards	71.2	76.0	82.0	86.0	**ISAT - Science** % of students exceeding state standards	11.9	15.0	18.0	20.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->		**3**
DIMENSION 1: Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The school has clear goals that have placed a special emphasis on Literacy and differentiated instructional strategies across content areas. Administrative team, ILT, teachers, parents and community members have created and or participated in cycles of learning that focus on the Daily 5. Literacy consultants and Fullerton Network ISL's have provided professional development on balanced literacy practices and school administration has provided teachers with tools for implelemtation including assessment.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal works with the ILT to establish cycles of learning for reading. Principal models literacy strategies during staff meetings and professional development offerings. In addition, principal encourages ILT members and Head Teacher to conduct and facilitate peer observations and make recommendations for continous improvement. Principal promotes college and career readiness by establishing partnerships with Northwestern University, Northeastern Illinois University, Junior Achievement and the Illinois Podiatric Medical Association. Furthermore, principal creates a system to empower families by providing monthly newsletters, calendars with Spanish translations and school website. Reports on school progress are provided during parents meetings, workshops and report card pick-up days.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	ILT and Head teacher have successfully implemented units of study this school year. Peer coaching takes place during grade level meetings. Team members meet weekly to review and discuss the cycles of learning, analyze school data and plan next steps for improvement. Teachers use screeners to identify student needs and discuss strategies during weekly meetings. Data is also used to co-plan lessons with teacher teams including paraprofessionals where appropriate. Peer observations occur at the end of each learning cycle and trends are shared for continued improvement. More importantly, teacher teams identify areas needed for growth and attend professional development in those areas.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	ILT and Head teacher have successfully implemented units of study this school year. Peer coaching takes place during grade level meetings by the Cycle Leaders (ILT). Early Childhood Team and ILT members meet weekly to review and discuss the cycles of learning, analyze school data and plan next steps for staff implementation. ILT and Head Teacher use information from teacher meetings to develop professional development for Literacy,Math,Science and Special needs populations for teachers during pd days. Early Childhood teachers particpated in the Reggio Lesson Study Abroad and use those new learnings to share in weekly staff professional development since April. All bilingual teachers and staff participated in the Bilingual Conference and has thus inspired peers and school administration to pursue dual language education. Principal also included ILT members in quarterly Fullerton Network pd as well as instructional rounds at other schools in the West cohort.	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Analyzing school data begins in the summer before the start of the school year. Teachers and staff review ISAT, DIBELS/IDEL, Scantron(NWEA in 2013). As a result, teachers in grades K-8 used this information to develop the Balanced Literacy Plan for students with an emphasis on the Daily 5. Each quarter, the ILT focused on an instructional target, such as "Inferring" and worked with teachers to incorporate those strategies across content areas. During cycle meetings, ILT members and principal met with teachers to discuss implementation and made adjustments as needed. Principal included	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Teacher teams created year long curriculum maps for Reading, Math, Science and Social Science aligned to the ILS and the Early Childhood Learning standards for pre-school. Each grade level team used the Social Science 2.0 to map out the curriculm themes for the year as well as the CMSI scope and sequence. Both of these curriculum tools are heavily aligned to the CCSS, which provides a thematic range of instructional materials for student learning. In addition, teachers align classroom library materials, online videos and non-fictional texts to implement the scope and sequence. Futhermore, teachers incorporated graphic organizers, translated anchor charts, computers and field experiences for students to accomodate. As a result, quarterly learning fairs were conducted in K-8 based on student knowledge of the content mastered. In the Early Childhood Center, teachers developed Science content lesson study's based on the nature and the environment. Students communicated their understanding through drawings, journals, dictation and	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Teachers in K-5 have access to Everyday Math materials that are aligned to Common Core Standards. A majority of the classrooms have an adequate supply of leveled classroom libraries both fiction and non-fiction. All teachers have access to online materials and interactive books through Reading A-Z and Raz-Kids, in addition all teachers and students including students with special needs and ELLs have passwords to login to StudyIsland and Raz-Kids.	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	School-wide teacher teams use quarterly assessments such as BAS, KRT , Scantron , McClass and Dibels. Office of Early Childhood and ECC teachers facilitate and administer and analyze the GOLD, ELLCO and CLASS assessments three times a year. In addition, teachers create formative assessments to measure student mastery of content. These assessments allow teachers and staff to identify areas of need through data analysis in Reading, Math and Life Science, which leads to lesson planning and the creation of formative assessments.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers communicate standards based objectives with students and scaffold instruction to facilitate mastering. Lesson units are planned in the summer, including assessments with varied tasks to address the needs of all learners. Across all grade levels teachers during the literacy block implement guided reading. Teachers also implement guided math based on Scantron data, and mClass. In addition teachers use project based learning to facilitate a multi-faceted integrated curriculum which address numerous learning standards including Common Core.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	School uses weekly assessment of student learning outcomes demonstrated in student work, using differentiated assessments, with grade level/cycle decision-making about instructional improvements. In addition, grade level/cycle analysis of Scantron or NWEA data is used for lesson planning and interventions. Princiapal, ILT members and teachers monitor interventions used for reading and math in the guided reading and math binders in each classroom.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Professional development is closely aligned with the school's instructional priorities and the Common Core State Standards. ILT and other teacher leaders present professional development offerings during, staff meetings, pd days and during grade level meetings. Teachers provide reflection on how the professional offerings have translated into improved practices school-wide.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers in gades Pre-K through 8 meet on a weekly basis during grade level and or team meeting days. Teacher teams meet to plan curriculum maps in the summer and to formulate units of study. Teams are lead by ILT members and the Head teacher in the Early Childhood Center. Teachers determined that they wanted to improve literacy by implementing the Daily 5 for students in all grade levels and fall and spring research projects. Genral education teachers bilingual teachers worked together to lead this initative, participated in peer observations and facilitated next steps for ongoing improvement. Teachers work with consultants, lead specialists and peers to review and analyze student work and devise next steps for instruction.	
	Instructional coaching	-->		**4**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	New teachers receive mentoring support from ILT members beginning with summer planning as a team. During August professional devlopment, principal and ILT members assit teachers with setting goals for the school year based on FY12 test data. Principal also encourages new hires to attend new teacher meetings at the Chicago New Teacher Center. Principal also pairs new teachers with a veteran teacher at their grade level to help with their transition into the classroom, lesson planning, classroom management, instruction, and to help them acquire the necessary skills to maintain positive relationships with their peers, parents, and students.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Teacher discuss the importance of college and career readiness to their students as well as engage in college related fieldtrips. For example, students participated in the Northwestern, and DePaul related fieldtrips. College students tutor our sixth grade students on a weekly basis from September to June. Principal and Assistant principal selected 8 student teachers from Northeastern Illinois University to work in classrooms promote college awareness.Students also participate in student leader programs such as student ambassadors program.	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	75% of students report that the adults care and respect them in school. Teachers and staff demonstrate fairness when dealing with students in the school. Students with disabilities and ELL's are included in the school community including student ambassadors, school field trips and extracurricular activities. Teachers in the Early Childhood Center emphasize the importance of respecting the rights of the child and incorporating their voice in the classroom. Both schools value the culture of the students in the school community through teaching multicultural units, conducting parent child activities, and facilitating cultural field trips.	
	Behavior& Safety	-->		**3**

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Typical School	Effective School	Evidence	Evaluation
• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	The school has implemented school-wide expectations for students and a tiered approach to discipline. Teachers, staff and school administration collaborate to recognize and encourage positive student behavior such as "Student of the Month", citizenship awards, PBIS student Celebration, Pizza Parties, X-Box party, as well as individual classroom celebrations that follow PBIS guidelines.	

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Typical School	Effective School	Evidence	Evaluation
Expectations		-->	**3**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Principal provides clear information to parents regarding school performance at Open House and during monthly LSC meetings. Newsletters are also provided to parents on a monthly basis and are translated. School also utilizes website to post information regarding performance and other pertinnant information online. Parent bullentin is used to post school calendar meeting information, test data and helpful resources for families.Teachers conduct meetings beginning in August detailing grade level expectations and promotion criteria for students. In addition, teachers hold conferences with parents for students needing remediation to discuss academic concerns and create plans to address those areas collaboratively.	
Ongoing communication		-->	**3**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	School communicates regularly with families via newsletters, school website and calendars that are translated in Spanish. Agendas are posted outside the school for meetings and parent workshops and flyers are send home with the students. In addtion, teachers send home newsletter updates to inform parents of recent happenings in the classroom. Parent portal workshops are conducted by the Assistant principal at the Fall and Spring Report Card Pick up days to	
Bonding		-->	**3**

DIMENSION 5: Family and Community Engagement

Date Stamp November 22, 2012

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
DIMEI	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	The school maintains a welcoming environment for parents and community members. School Administration, Head Teacher and BLT motivate parents to become engaged in school activities. Principal arranges opportunites for parents to connect through learning with workshops focused on the Mexican Fine Arts Museum, Science Fair training and World Sport Chicago. In addition, school principal provides montly opportunities to engage parents such as parent meetings, ESL classes, Bilingual Book Club, Computer Classes, Financial Planning Seminars, ISAT-Dibels Conference to bridge the gap between home and school. Principal also makes parents feel welcome by supporting parent child field trips, volunteer luncheons,	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School provides outreach for families in need of specialized support throug multiple means. School counselor and Social worker visit classrooms to provide social emotional supports for all students inluding SwD's. In addition, outside agencies are used such as Lutheran services and Metropolitan Family Services are provided to assist tier 3 students in the school as well as their families. Home	
College & Career Exploration and election	--->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	School provides ongoing exposure to college and career readiness by conducting partnerships with area high schools and universities. Students participate in High School Fairs and visits. School has continued partnership with students from Northwestern University (Supplies for Dreams) for tutoring, mentoring,college visits and field	
Academic Planning	--->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Teachers prepare students for college and career aspirations with Junior Achievement, career speakers and use chooseyourownfuture.com. Counselor works with students to prepare for high school and careers. Students also attend Prosser High School's anti-bullying and mentoring program on a monthly basis. Students are encouraged to participate in research based science and social studies projects using technology and other aids to deliver presentations for the History Fair and Science Fair. Students in the Early Childhood Center also use research skills in the classroom through observation and focused inquiry and exploration	
Enrichment & Extracurricular Engagement	--->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	School provides a wide variety of extracurricular and enrichment opportunities, such as Girl Scouts, Chess, Fine Arts, Soccer, Basketball, Track, Cheerleading, People's Energy Scienc Club, You be the Chemist and Recycling club.	

(left margin vertical text) **N 6: College and Career Readiness Supports**

2012-2014 Continuous Improvement Work Plan

Belmont-Cragin Elementary 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
DIMENSIO	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students in grade 8 participate in Explore exam, which is correlated to the ACT. In addition, special emphasis is placed on students exceeding performance levels on the ISAT and Scantron test to promte college exam readiness. Teachers also incorporate more test taking strategies into their lesson (Inferring, Problem Solving, etc).	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	NA	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	School works to ensure a smooth transition for students in grades Pre-K through 8 through attending orientation in August for students and their families. The Early Childhood Center teachers and staff conducting screening for new student to determine language proficiency and appropriatre classroom placement. Principal facilites May screening for entering Kindergartners. School counselor and 8th grade teacher facilitates high school shadow days for 8th graders. Assistant Principal and Principal organizes the High School fair in October to provide admissions, progam and exam information to the	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	-->		**3**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	School allocates discretionary funding that is aligned to the strategic goals in the theory of action and assessment data. Outside consultants were purchased to ensure that instructional resources were allocated for students. School writes grants to acquire additional funds from partners. This year the principal acquired grants from 21st Century Learning (3yr),Illinois Safe Schools Alliance, NYLC,Kohl's Museum and Supplies for Dreams. Principal also facilitated teacher applications for the Oppenheimer Family Foundation and were awarded three grants for project-based learning.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	School has maintained partnerships with universities to acquire student teachers and clinical students. The school interview process includes portfolio samples and classroom observations from prospective candidates. ILT and Head Teacher are utilized to identify and select potential candidates for the school based on knowldege and experience. Principal also recruits candidates from a pool of student teachers from Northeastern Illinois University, National Louis and Teach for America.	
	Use of Time	-->		**3**

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School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	School schedule Is designed to meet the growing need of the students to have increased time for Literacy and math instruction. ELD/ESL time has also been added to the schedule to address the needs of the bilingual students. Teachers include time for differentiated instructional time to meet the needs for all students. Principal is acquired a 21st Century Learning Grant from the state for add funds for extended learning opportunities for students in grades 1-8 (80 students) in Reading , Math and Science. Students meet after school for 2 hours afterschool and 1 hour in the morning (Grade2).	

Date Stamp November 22, 2012

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

To provide a safe, inclusive enviroment for learning by delivering a tiered curriculum, that will support balanced literacy, problem solving and project based-learning. Teachers, staff and administration will place special emphasis on bilingual education through the Dual Language PLC and use of ESL strategies. The Early Childhood Center will provide a safe, organized, child-centered, Reggio-inspired environment that values children's rights and individuality. All stakeholders will work together to ensure that students graduate from our school with the necessary skills required for college and the world of work.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Increase effective instruction in reading, math, writing, science, and social studies through professional development on core learning outcomes aligned with Common Core and EXPLORE/ISAT, with ongoing formative evaluation, and differentiated instruction that enriches the learning experience.	66% Students in grades K-8 are currently performing at grade level in Reading, Math and Science
2	Improve student behavior and commitment to the school and community through positive collaboration and responsibilities, including service learning.	75% of our students reported that they feel safe and that the school is successfully managing behavior.
3	Strengthen family and community involvement by increasing the quantity and quality of extended learning activities and school-home communications.	55% of our parents reported that they feel engaged with their school.
4		
5		

Strategic Priority 1

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

Strategic Priority Description	Rationale
Increase effective instruction in reading, math, writing, science, and social studies through professional development on core learning outcomes aligned with Common Core and EXPLORE/ISAT, with ongoing formative evaluation, and differentiated instruction that enriches the learning experience.	66% Students in grades K-8 are currently performing at grade level in Reading, Math and Science

Action Plan ... Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will implement Units of study based on the Literacy, Math, Science and Social Science that is aligned to the Common Core State Standards and is inclusive of WIDA and Spanish Language Standards. Early Childhood teachers will create curriculum units that are Reggio Inspired , with and emphasis on Kindergarten readiness. All Teachers will develop thematic-based units of instruction and performance tasks that incorporate universal design principles and necessitate use of grade-appropriate complex texts.	Instruction	All	ILT and Teachers	On-going	Quarter 4		
Implement the Algebra Curriculum for students in grades 7-8.	ILT/ Teacher Teams	All	ILT and Teachers	Quarter 1	Quarter 4		
Teachers will continue progress monitoring for students using running records (Monthly), BAS (Quarterly) and formative assessments (Weekly). Principal and Assistant principal will monitor assessments and provide feedback to teachers during weekly meetings.	Instruction	All	Teachers	On-going	Quarter 4		
Monitor strategic goals for improving literacy instruction using the balanced literacy framework.	Instruction	All	Principal	Quarter 1	Quarter 4		
ILT and Head Teacher will conduct weekly cycle/team meetings to reflect on delivery of instruction, share best practices and analyze student performance.	ILT/ Teacher Teams	Not Applicable	ILT and Teachers	Quarter 1	Quarter 4		
Provide ongoing professional development for teachers focusing on all learners literacy, Math, Science and Social Science with an emphasis on universal design principles. Fine Arts teachers and staff will continue to focus on the habits of mind for the Studio Thinking environment.	Professional Development	All	Principal and ILT	On-going	Summer 2013		
Purchase CMSI instructional materials for Math and Science for students in grades K-8.	Instructional Materials	Other student group	Principal and Business Manager Consultant	Summer 2012	Quarter 1		

Strategic Priority 1

Provide professional development for teachers in Special Education with emphasis on Progress monitoring, IEP Goal writing, Co-teaching (ECC Blended Classrooms).	Professional Development	Students With Disabilities	Administration	On-going	Quarter 4		
Purchase instructional materials for Reading and Writing to support, dual language balanced literacy with and emphasis non fictional texts.	Instructional Materials	All	Principal and Business Manager Consultant	Summer 2012	Quarter 1		
School will implement consistent co-planning by grade level teams including special education teachers, and the co-curriculum as well as the core-curriculum accommodates students with disabilities.	Instruction	Students With Disabilities	Teachers	Quarter 1	Quarter 4		
Teacher leaders will conduct summer training with colleagues to deepen understanding of the literacy and math content frameworks, Universal Design and the math bridge.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2013		
Deliver professional development on retrofitting existing materials to drive intentionality of Practice standards for Math	Other	All	Math Leads	Quarter 1	Quarter 4		
Adminstration and Dual Language PLC will focus on professional readings to lead improved instructional practices and understanding for teachers and staff.	Professional Development	All	Principal and Assistant Principal, DLC PLC	On-going	Quarter 4		
Conduct an audit of existing math materials aligned to Common Core	Instructional Materials	All	Teachers	Quarter 2	Quarter 3		
Collaborate with Network to develop a Professional Development Calendar for SY13 by July	Professional Development	All	Principal, AP, ILT, Network ISL	Summer 2012	Summer 2012		
Purchase Math and Science resource teachers to support core instruction during the scheduled prep periods.	Instruction	All	Principal, AP, ILT, Network ISL	Summer 2012	Quarter 1		
ALL Math teachers explicitly incorporate Math Practices into instruction from the Common Core State Standards	Instruction	All	Teachers	Quarter 1	Quarter 4		

Date Stamp November 22, 2012

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
Improve student behavior and commitment to the school and community through positive collaboration and responsibilities, including service learning.	75% of our students reported that they feel safe and that the school is successfully managing behavior.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a school climate leadership team representative of the full staff, including an administrator. Leadership team uses data and staff input to identify 1-2 areas of improvement to focus their change efforts. All staff members will consistently reinforce school wide expectations and acknowledgement system for students. Discipline data, observations and surveys will be used to monitor effectiveness of implementation acrsoss grade levels.	ILT/ Teacher Teams	All	Principal, ILT, Consultant	Summer 2012	Quarter 1		
Provide additional staff and or volunteers to provide recess for students in all grades. Enlist support from Recess Playworks to conduct training and coaching for recess volunteers and staff in both buildings.	Other	All	Principal	Quarter 1	Summer 2012		
Implement Fall and Spring service learning projects that can are cross curricular such as H2O for Life and Action Against Hunger. Report service learning outcomes and analyze effectiveness at the National Service Learning Conference in September 2012.	Other	All	Assistant Principal and Teachers	On-going	Quarter 4		
Continue to facilitate positive student involvement through the Student Ambassadors program , Supplies for Dreams mentoring program from Northwestern University, HS mentoring program, ATG and leadership workshop offerings. In addition, we will provide competitive sports, Girl Scouts, Chess, Fine Arts and Science Clubs for students in grades K-8. Observations, attendance data and exit surveys will be used to measure goal effectiveness.	After School/ Extended Day	All	Principal, Assistant Principal, staff,ILT, Consultants	Quarter 1	Quarter 4		
Provide additional staff and or volunteers to provide wellness related activites for students in all grades.	Staffing	All	Principal	Quarter 1	Summer 2012		

Strategic Priority 2

Continue to provide Metroplitan Family Services before/after school programming for Science, Math and Reading for students in grades 1-8. Surveys, pre-and post assessmentsand attendance will be used to measure program effectiveness.	After School/ Extended Day	All	Metropolitan Family Services, Principal	Quarter 1	Summer 2013		
Provide nutrition education through the WAY (Wellness, Academics and You)Program. ECC teachers and staff will continue to provide parent-child nutrition ecuation for 3 and 4 year olds. Dining manager organizes weekly taste tests to promote healthy items on the school menu. Create primarily non-food healthy in-school fundraising for the school year with parental involvement. Create list of healthy classroom celebration items and focus primarily on non-food classroom celebrations with parental involvement.	Instruction	All	Teachers, Staff and Wellness Team	On-going	Quarter 4		
Conduct an end of year celebration with staff and students to celebrate improvements and acknowledge those exhibiting school-wide expectations based on teacher's record of progress.	ILT/ Teacher Teams	All	Leadership team	Quarter 4	Quarter 4		
Implement the Safe Schools Pilot for social and emotional development.	Other	All	Principal, ILT, Counselor, Safe Schools Consultant	Year 2	Quarter 1		
Custodial staff will maintain positive classroom environments through daily cleaning and maintenance of facilities. School will use the CPS Blitz inspection guidelines to measure employee effectiveness.	Other	All	Factor Custodian and We Clean Custodians	Summer 2012	On-going		

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
Strengthen family and community involvement by increasing the quantity and quality of extended learning activities and school-home communications.	55% of our parents reported that they feel engaged with their school.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a scope and sequence for parent and community involvement	Parental Involvement	All	Administration, LSC,BAC, PAC and BAC Chairpersons	Summer 2012	Quarter 1		
Collection and analysis of parent surveys each quarter	Parental Involvement	All	Assistant Principal	Quarter 1	Quarter 4		
School will conduct an analysis of parent participation data: report-card pickup, signed homework return rate and participation of parents in family events.	Parental Involvement	All	Assistant Principal	Quarter 2	Quarter 4		
School will record the number of volunteer participation for the year.	Parental Involvement	All	Assistant Principal	Quarter 1	Quarter 4		
Evaluation of active community partnerships	Other	All	Principal	Quarter 1	Quarter 4		
Provide weekly computer classes for parent and community members.	Parental Involvement	All	Assistant Principal	Quarter 2	Quarter 3		
Provide weekly ESL classes for parent and community members.	Parental Involvement	English Language Learners	Bilingual Lead Teacher	Quarter 1	Quarter 2		
Provide Parent Book Club for parents on a monthly basis.	Parental Involvement	All	Bilingual Lead Teacher	Quarter 2	Quarter 4		
Provide Parent Child Activity workshops for families on a monthly basis.	Parental Involvement	All	Head Teacher, ECC Staff	Quarter 1	Quarter 4		
Provide Family Reading, Math, Science and History Nights to introduce CCSS through student created projects to the community.	Parental Involvement	All	ILT and Teacher Teams	Quarter 1	Quarter 4		
Conduct monthly parent meetings at both buildings to deliver information on school progress and to receive input from the community.	LSC/ PAC/ PTA	All	Administration, LSC,BAC, PAC and BAC Chairpersons	Quarter 1	Quarter 4		
Provide informational workshops for parents on dual language program models.	Parental Involvement	English Language Learners	Dual Language Leadership Team	Quarter 1	Quarter 4		

Strategic Priority 3

Students in grades 3-8 will write weekly "learning reports" for parents to inform them of what is happening and how they can help..Teachers in grades Pre-K through 2nd grade will continue sending work portfolios home and newsletters for parents..	Parental Involvement	All	Teachers and Students	Quarter 1	Quarter 4		

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