CIWP

2012-2014 Continuous Improvement Work Plan

Robert Fulton Elementary School

Pershing Elementary Network

5300 S Hermitage Ave Chicago, IL 60609

ISBE ID: 150162990252210

School ID: 609929

Oracle ID: 23281

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

The mission at RFES is to set rigorous, yearly individual goals for students, parents, and teachers as we all prepare to be life-long learners. We believe RFES students & staff have 95% or higher attendance, increase academic achievement on a yearly basis, engage families in their education, and behave as productive, global citizens. To do this, the RFES Falcon Family commits to:

• Challenge and reach all students with research-validated strategies in all subjects;

• Collaborate with regular education and special education teachers to promote the Least Restrictive Environment for all students;
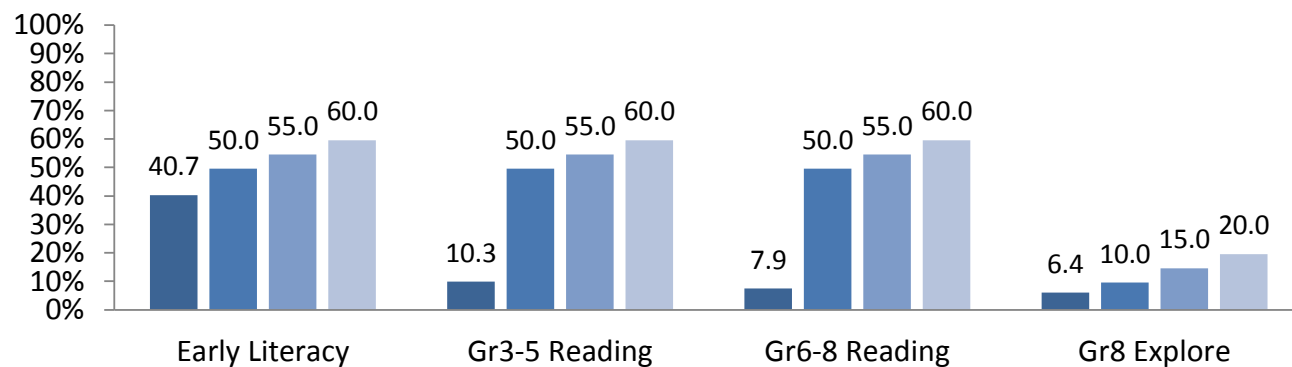
Strategic Priorities

1. Fulton needs to prepare for the implementation and the unpacking of the Common Core across the content areas. We need to implement unit studies with a specific focus on nonfiction text. We will also focus on rigor as we continue our work with Bloom's as a resource, levels of questions, and "pulling from the top." This will

2. Utilize mClass, STEP, DIBELS, IDEL, ISAT, and MAP to improve ISAT exceeds by 5% and continue with 65% of our student making growth targets. We will continue to create RIT Band instruction groups.

3. Improve teacher's instructional best practices by implementing REACH. Improve teacher accountability in our schoolwide RTI program (weekly RTI meetings will continue, on-going collaboration with RTI team, professional developments as necessary, tracking red and yellow students)

4. Improve the schoolwide climate by implementing PBIS with fidelity. Fulton wants to provide more social emotional learning that will enhance student leadership capacity. This will foster student achievement, student self-confidence, and improve culture in grades 4-8.
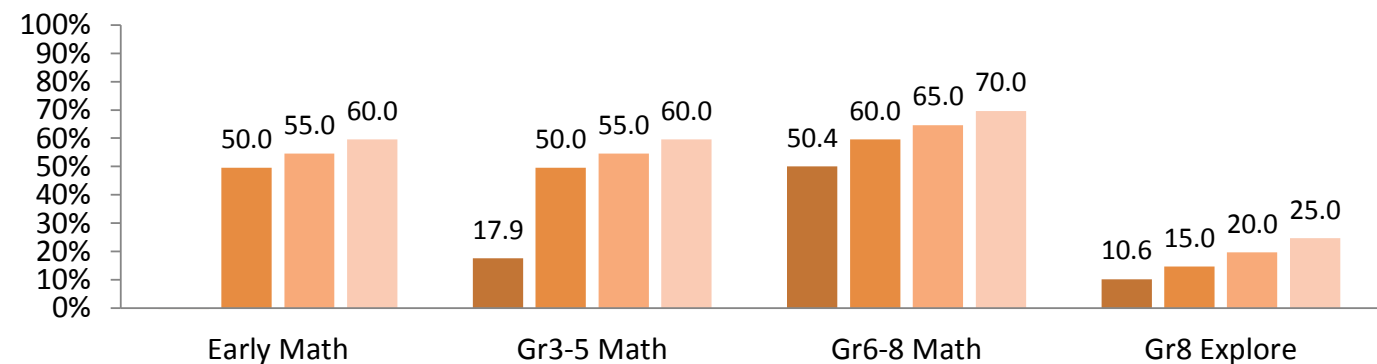
School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	40.7	50.0	55.0	60.0
Gr3-5 Reading	10.3	50.0	55.0	60.0
Gr6-8 Reading	7.9	50.0	55.0	60.0
Gr8 Explore	6.4	10.0	15.0	20.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math		50.0	55.0	60.0
Gr3-5 Math	17.9	50.0	55.0	60.0
Gr6-8 Math	50.4	60.0	65.0	70.0
Gr8 Explore	10.6	15.0	20.0	25.0

Continuous Improvement Work Plan
2012 - 2014

Overview

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

School Name

To get started, please select your school's name from the drop down list:	Robert Fulton 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
Cherie Novak	Principal
Lynn Collins	Special Education Faculty
Takia Foster	Assistant Principal
Marlon McLachlan	Classroom Teacher
Michelle Ingram-Holmon	LSC Member
Brandi Whitfield-Lewis	Classroom Teacher
Frances Thibodeaux-Fox	Lead/ Resource Teacher
Arturo Quiroz	ELL Teacher
Alex Karas	Lead/ Resource Teacher

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Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	40.7	50.0	55.0	60.0	**Early Math** % of students at Benchmark on mClass	NDA	50.0	55.0	60.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	10.3	50.0	55.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	17.9	50.0	55.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	41.2	65.0	65.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	40.9	65.0	65.0	70.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	7.9	50.0	55.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	50.4	60.0	65.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.6	65.0	65.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	70.8	65.0	65.0	70.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	6.4	10.0	15.0	20.0	**Explore - Math** % of students at college readiness benchmark	10.6	15.0	20.0	25.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.1	95.0	95.0	95.0	**Misconducts** Rate of Misconducts (any) per 100	10.1	8.0	5.0	5.0

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	42.7	45.0	50.0	55.0	**ISAT - Reading** % of students exceeding state standards	1.1	10.0	12.0	15.0
ISAT - Mathematics % of students meeting or exceeding state standards	64.8	70.0	75.0	80.0	**ISAT - Mathematics** % of students exceeding state standards	9.6	10.0	12.0	15.0
ISAT - Science % of students meeting or exceeding state standards	50.0	55.0	60.0	65.0	**ISAT - Science** % of students exceeding state standards	2.3	10.0	12.0	15.0

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.	For the past year, the ILT and the teachers developed a theory of action. We are determined to "pull from the top" by utilizing HOT skills and questions, College Readiness Standards, and aiming at the top quartile. We utilized MAP assessments, mClass, STEP, IDEL, and DIBELS to progress monitor. Our overall goal was to eliminate the bottom quartile while striving for 65% growth in all district assessments. Our goals also included portfolios that demonstrated the formative side of assessment. Our theory of action had clear goals for obtaining more students in exceeds as well.	
	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.	Fulton's principal is new, but making huge strides towards being a 4 principal as evidenced by My School, My Voice as well as teacher turnover rate in an urban, high-poverty, turnaround school. The Principal established PLC by hosting GLM every week. The GLM (Grade Level Meetings) focused on the Goals and Theory of Action for the school. These GLM were focused on classroom observations (student and teacher needs), MAP data, mClass, STEP, DIBELS, and IDEL data, and formative assessment to determine the focus of the GLM. GLM also allowed for vertical planning. The Principal also shared each class' individual goals with each teacher. These help incorporate progress monitoring. For our achievement gap, we utilized phonics and phonemic awareness programs as well as our FAST programs that target students that SES does not. Families learn about the progress of the school at Report Card Pick-Up, Open House, and the LSC meetings. Each parent receives an individualized report in addition to the report card. The principal also stresses college readiness by "pulling from the top."	

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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	Every teacher at Fulton invests in the success of the school. Every teacher AND ESP is the chairperson of at least one school wide team. Currently, four teachers and three ESPs serve on the ILT. These same people serve as their Grade level lead, thus disseminating information to and from teacher and administration. The Union representative is also a member of the ILT. The RTI team is led by a teacher leader, but has other teachers, ILT members, and administration as its members. They meet weekly to discuss students at all Tier levels. We have several coaches (both external and internal) that lead PD in conjunction with the teachers. Teachers present at internal as well as external (Erikson, etc.) professional developments. We have a classroom management interventionist that is the family liaison. She works directly with the community. She informs the staff of problems that may affect their classroom due to community on goings. Our Lead Science Teacher organizes a partnership with Golden Apple. Eventually, this will lead to vertical science alignment in PK-8. In addition, she organizes two school wide science fairs for our students. Last, every time teachers attend PD at other venues, they share out the effective practices with other teachers.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**4**
• 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	Fulton's ILT represents all the different types of expertise we have on staff at Fulton. Besides the AP and Principal, we have the counselor (SPED), the classroom management interventionist, a literacy coach, two ESPs, a Union Representative, an Art teacher, a primary teacher, and an intermediate/upper teacher. All content areas are represented on the team. We meet on a weekly basis to discuss any ongoing data. Then, we formulate professional development based on the needs of our students and teachers that is reflected in the data. The teachers and ESPs then relay the information with the other staff members. To reflect, we administer quarterly surveys that determine if we are on the right path or not. In addition, we do instructional rounds to determine if we are utilizing best practices. We enter the results on Google Docs and discuss trends and patterns. A plan is then set in place. Every trimester, we look at school wide date, conduct a data analysis, and then create an action plan based on that data. This year, for example, after looking at our MAP data, we determined that we needed to focus on vocabulary and measurement. Every teacher and administrator in grades 2-5 then taught a small group by RIT	
Monitoring and adjusting	-->		**4**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	The school has a systematic approach to analyzing data relative to our theory of action on an ongoing basis. After we complete an assessment, each teacher attends a school wide (broad level) and a grade level (granular level) professional development that discusses those data. Currently, we use MAP at the intermediate and upper levels. We create action plans like those mentioned above that target students in their RIT bands. Each teacher is responsible for teaching at least one RIT Band in one content area a day. Friday, we organize the entire 2-5th grade by RIT Band in Vocabulary.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Curriculum	-->		**2**
• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Currently, individual teachers create our curriculum. However, several teachers have started to map their curriculum using the Common Core Standards and/or the IL State Standards. Several teachers rely heavily on the pacing in the instructional materials. However, some teachers are beginning to align their curriculum to trends in data as well as common units aligned to the standards. We are starting to utilize more informational texts, especially in the primary levels. However, the majority of our teachers are still relying on a "one size-fits all" level of complexity that is hit or miss as to the appropriate grade level. For example, it is either at, below, or above the grade level, but not completely differentiated. Ideally, we would like to have grade-level release days where the grade levels (vertical and horizontal) create curriculum maps using the new Common Core format in math, literacy, and the sciences. To start, we are having teams attend the Common Core ILT this	
Instructional materials	-->		**2**
• 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 have access to a variety of resources that align with current state standards; however, the utilization is what keeps us at a two instead of a three. We have a variety of materials that support ELLs and SWDs. We need to purchase more leveled readers since the range of Lexile levels is so great in all the classrooms. We have basal and workbooks across the content areas including: Everyday Math and Math Thematics, Reading, social studies, science, genre based literacy libraries, classroom novel sets, national Geographic, phonics, DI material, etc.	

The leftmost vertical label reads: **DIMENSION 2: Core Instruction**

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.	The principal, AP, Literacy Coach, and Resident Principal provides data in multiple forms to all teachers. The principal led a MAP data slice talk to the ILT. The ILT, in turn, presented this at a "teacher" level during GLM. The Literacy Coach provides weekly data talks to primary and intermediate teachers that would like assistance. She reviews his/her data, and then they create an action plan based on the conversation. mClass, STEP, DIBELS, IDEL, and phonemic awareness experts are brought in as needed to instruct teachers on how to utilize the resources properly and effectively as well as progress monitor effectively. Currently, we are in the process of creating a system that utilizes classroom assignments and assessments to grade level meetings. Teachers analyze these assessments using a protocol developed by our Resident Principal. The protocol analyzes assignments and assessments using a HOT rubric created by the teachers that demonstrates levels of usage of Bloom's Taxonomy. This helps our teachers identify rigor. The ELL teachers and Special Education teachers have access to the lesson plans in advance to implement	

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**2012-2014 Continuous
Improvement Work Plan**

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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 post required objectives that are student friendly and correlate to the IL state standards. We utilize a best practice feedback form that targets the I Do, We Do, You Do method, instruction that is culturally relevant, includes HOTs, differentiation based on the analysis of data, and effective closures/assessments that will drive future instruction-just to name a few. The ILT created a school wide lesson plan format that was modified by teacher need and input. Students with Disabilities, ELLs, and RIT Band students are targeted and identified on the plans with appropriate instruction according to their proper intervention or IEP goal. Teachers focus on scaffolded lesson plans that tackle formative assessment to drive their instruction. We have adapted best practices from the IEP checklist to insure our SWDs are instructed in the LRE.	

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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.	Our school has a strong RTI/CARE Team in place that administers screening assessment to identify students in need of academic interventions. They meet weekly to do this. The school uses MAP, mClass, STEP, IDEL, progress reports, report card, Go for the Gold, teacher recommendation, and other formative assessments that identify struggling students. The RTI team meets with classroom teachers weekly to discuss interventions that are applied for a determined amount of time. Interventions will then happen. The principal, AP, interventionist, counselor, resident principal, literacy coach, art, and PE teacher all provide RTI interventions for small groups of struggling students in grades K-8. Easy CBM and other assessments monitor reading and math interventions. Students are assigned to walking reading groups based on the aforementioned assessments. SES and FAST (our own	
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.	All classroom teachers and ESPs attend GLM on a weekly basis. They have an agenda with a protocol each week. They share student work, they discuss HOT questions, and student assessments, reflect, and collaborate in their LRE binders. The RTI team meets weekly to discuss students that need intervention. In addition, the RTI coordinator requires teachers to bring samples on intervention strategies attempted and graphs showing the success or failure of the strategy. Monthly, teachers meet in vertical clusters to focus on the core instruction. ILT members, teacher leaders, and/or external partners lead these.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	-->		**2**
	• 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.	We are trying to steer away from "doing all" for the teachers and modeling more. Teachers need more collaboration time to do the work. We do an excellent job of analyzing the work, but we need to allow teachers more time to plan for the work. Our teacher teams do have a regular opportunity to discuss progress monitoring, but we need to be more consistent with the tracking of the effectiveness of the techniques we try. I think the mandatory PD from the FSD will give us the time to do that. Special education teachers, bilingual teachers, art, and PE join us in these meetings, and an ILT member ALWAYS supports them. We do have protocols in place for our GLM. The reason I am citing a two and not a three is due to the time to collaborate in regular cycles, and a new teacher induction program. We do not have enough time to collaborate, and we do not have a new teacher induction program in place.	
	Instructional coaching	-->		**2**
	• 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.	We do not have a new teacher induction support program. However, each ILT member is assigned to a group of teachers to support that group of teachers. We still need to develop a plan for how frequently the coaching takes place-especially in classroom management. We need to tailor more individual professional development plans. Instead, we have more "whole group" professional development that may or may not be targeted. We issue quality feedback in the forms of summative observations as well as a feedback form that addresses classroom environment as well as instruction. The ILT developed this. We need to utilize more peer coaching, and we minimally send teachers to other teachers for classroom visitation feedback and coaching. I would like to assign mentors based on area of expertise next year (classroom management, guided reading groups, etc.). Then, I want to assign teachers to those mentors as I see the need arise in 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
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	Staff members support college awareness every Friday. The entire staff wears college gear to promote awareness. Each staff member knows that exceeds is not the new meets. Students attend a variety of programs that garner authentic student leadership and voice through community service hours, PBIS, the school newsletter, clubs, and sports programs. Male students attend the monthly Man-Boy Breakfast with a variety of male mentors. Each year, students are assigned a mentor through our HUG program. Staff members hear "pull from the top, exceeds, not meets; and college readiness" during every meeting to brand our school for	
	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.	Our ILT has an attendance team that is responsible for getting a highly truant student to school. The security team does wake-up calls every morning. The ILT and staff walk the students home over a mile to ensure safe passage. Teachers and ESPs lead school wide programs and clubs such as the Warrior Club, Hip Hop Yoga, I want to be a Rapper, Young Artists, etc., to build relationships and to understand that there is more than one adult that they can build a relationship with. Fulton is a PBIS school, and we follow the Fulton Way to Be Safe, Be Responsible, Be Respectful, but most of all, Be a Falcon to reinforce school wide behavior through positive interventions. We utilize Go for the Gold (weekly progress report), Hi-Fives, HUG, etc. to support systems and provide teachers with	
	Behavior& Safety	-->		3
	• 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.	Fulton utilizes PBIS, a common school-wide apporach to student behavior. We follow the Fulton Way: Be Safe, Be Responsible, & Be Respectful. In addtion we have a classroom management interventionist that works with students on all three tiers. Common agreements are for each area of Fulton: halls, rooms, playground, lunchroom, etc.	

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School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	*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.	Each year, twice a year, the classroom management interventionist meets with each classroom and new family to explain the Fulton Way. The principal flags report cards and progress reports to explain school and individual performance so families understand its relevance to their children. This opportunity happens also at Open House. Teachers provide weekly progress reports that detail what students are supposed to achieve in a given grade level-both academically and socially/emotionally. Students write goals on the forms. Students are rewarded for bringing this communication back signed to the school.	
	Ongoing communication		-->	**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Each year, twice a year, the classroom management interventionist meets with each classroom and new family to explain the Fulton Way. The principal flags report cards and progress reports to explain school and individual performance so families understand its relevance to their children. This opportunity happens also at Open House. Teachers provide weekly progress reports that detail what students	
	Bonding		-->	**3**
	• 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 principal sends home a monthly newsletter to engage families. Teachers, staff members, and SGA create activities like the Mother/Son Father/Daughter dances, ESL classes for English and non-English parents, and nutritional classes to address curriculum, student data, or parenting skills. Many teachers give their personal cell phone number to the parents for open communication. We develop authentic and engaging activities in the school community like Literacy/Math Night, Book Fairs, Science Fairs, Talent Shows, Spelling Bee, Dances, Fine Arts performances, Safety Patrol, chaperoning fieldtrips, and volunteers. These opportunities are provided to parents to develop parent leadership and ownership	

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	--->		**4**
• 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.	We conduct home visits every day. Social agencies are provided through our contacts with SGA and CH&A. We also have a school-based counselor and once a week social worker. We have anger management groups as well as field trips to mental/physical health organizations to promote a healthy life style for families.	
College & Career Exploration and election	--->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	We do a college career night every 2 years, and I want to do it yearly. I would also like to do this for high school visits.	
Academic Planning	--->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	We attempted to do the AVID program, but were only successful in a few upper grade classrooms. Then, the funding was dropped. We are working on more success with binder organization. Our middle school teachers are implementing the binder model and note taking tools (2). All 4-8th graders participate in the departmentalized model to prepare for high school and beyond.	
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.	The school ensures equitable exposure to a wide variety of extracurricular and enrichment opportunities (FAST, SGA Programs, Comic Book pilot, sports teams, rapping, art, modeling, exercise club, and music.	

6: College and Career Readiness Supports

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		2
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Fulton promotes preparation, participation, and performance in college and career assessments like EXPLORE and MAP.	
	College & Career Admissions and Affordability	-->		2
	• 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.	Fulton only does this for high school enrollment.	
	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.	Fulton hosts an end of the year celebration to promote all successful transitions. Each student receives a summer packet for all new and returning Fulton students. Fulton hosts a Back-to-School-BBQ every year the Friday before school starts to meet each teacher, receive the supply list, learn about the uniform, etc. Parents also use this time to network with each other as well as the staff. Our interventionist meets with each new family to explain the "Fulton Way."	

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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
	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.	Fulton aligns and allocates discretionary money based on school need. As a turnaround school, we have a strong need to improve attendance, reduce misconducts in a crime-riddled area, and improve literacy. As such, we utilize a literacy coach, a classroom management interventionist, and an attendance manager to monitor and support these goals. The principal monitors the use of additional resources and its effectiveness to improve instruction (i.e.-technology upgrades-laptops).	
	Building a Team	-->		**4**
	• 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.	Fulton's hiring porcess includes a demonstration lesson, an interview with a teacher, and an interview with administration. There is a questioning protocol used. We have a pool of student teachers from NIU. We are trying to recruit more high-quality candidates to our crime-riddled and povery-infested community.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Teachers volunteered to work an additional 20 minutes this year to accommodate school wide scheduling conflicts, student needs, and vertical collaboration. Primary and some intermediate teachers piloted a walking reading program to provide skills-based instruction in phonics, fluency, and comprehension. RTI pullout is identified for Tier 2 students in K-8. Interventions and RIT Band instruction happen at specific time in each grade band. School wide schedule promotes grade level, content level, and vertical collaboration.	

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

The mission at RFES is to set rigorous, yearly individual goals for students, parents, and teachers as we all prepare to be life-long learners. We believe RFES students & staff have 95% or higher attendance, increase academic achievement on a yearly basis, engage families in their education, and behave as productive, global citizens. To do this, the RFES Falcon Family commits to:
• Challenge and reach all students with research-validated strategies in all subjects;
• Collaborate with regular education and special education teachers to promote the Least Restrictive Environment for all students;
• Pay continuous attention to the social and emotional development;

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Fulton needs to prepare for the implementation and the unpacking of the Common Core across the content areas. We need to implement unit studies with a specific focus on nonfiction text. We will also focus on rigor as we continue our work with Bloom's as a resource, levels of questions, and "pulling from the top." This will drive instruction. We will also continue our laser-like focus on student work samples and instruction during our Grade Level Meetings.	The ILT CCSS PD has focused on unit plans for each grade level. So, we need to develop grade level and/or subject based quarterly maps. Looking at rigor will help us maintain our focus on the number of students that exceed state standards and are college ready. This will enable teachers to go deeper into the curriculum as they align their instruction with Common Core and focus on horizontal articulation.
2	Utilize mClass, STEP, DIBELS, IDEL, ISAT, and MAP to improve ISAT exceeds by 5% and continue with 65% of our student making growth targets. We will continue to create RIT Band instruction groups.	To be college ready, students need to exceed. Currently, less than 10% of our population is exceeding. In addition, strong correlations exist between students that meet growth targets as well as students that perform on ISAT. Realizing that curriculum is not one-size-fits-all, we will maintain our focus on differentiation across RIT bands to meet the individual needs of each student.
3	Improve teacher's instructional best practices by implementing REACH. Improve teacher accountability in our schoolwide RTI program (weekly RTI meetings will continue, on-going collaboration with RTI team, professional developments as necessary, tracking red and yellow students)	After monitoring our current teacher practices, we need to improve instructional practices that differentiate and reach all learners. Currently, data show that we are moving students in the lowest quartiles, but not the highest. We will utilize the REACH framework to ensure that we are doing this. In addition, we do not want to abandon our lowest tiered students. We also need to ensure that teachers are implementing the interventions to reduce the number of "red" and yellow students.

4	Improve the schoolwide climate by implementing PBIS with fidelity. Fulton wants to provide more social emotional learning that will enhance student leadership capacity. This will foster student achievement, student self-confidence, and improve culture in grades 4-8.	The most misconducts occur in grades 4-8. Due to a decrease in parent involvement and an increase in student misconducts (4-6), we want to implement a program that will promote student leadership, ownership of student behavior, and parental involvement. This will also promote college awareness. We will continue to seek the support of SGA and CH&A for our Tier 2 students in Anger Management.
5	Optional	

2012-2014 Continuous Improvement Work Plan

Robert Fulton Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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
Fulton needs to prepare for the implementation and the unpacking of the Common Core across the content areas. We need to implement unit studies with a specific focus on nonfiction text. We will also focus on rigor as we continue our work with Bloom's as a resource, levels of questions, and "pulling from the top." This will drive instruction. We will also continue our laser-like focus on student work samples and instruction during our Grade	The ILT CCSS PD has focused on unit plans for each grade level. So, we need to develop grade level and/or subject based quarterly maps. Looking at rigor will help us maintain our focus on the number of students that exceed state standards and are college ready. This will enable teachers to go deeper into the curriculum as they align their instruction with Common Core and focus on horizontal articulation.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
School wide audit of nonfiction texts aligned to CCSS. At least one novel set per classroom will be purchased with a focus on informational text in SS and Science. Additional classroom sets will be purchased aligned to FOSS kits.	Instructional Materials	All	Grade Level Teams and ILT	Summer 2012	Quarter 1	Completed	
Professional development to implement theme-based quarterly units with a non-fiction focus.	ILT/ Teacher Teams	All	ILT Team	Summer 2012	On-going	On-Track	
Monitoring tool to assess if classroom objectives match CCSS in quarterly maps	Instruction	All	ILT Team	Quarter 1	Quarter 4	On-Track	
Each GLM will focus on one set of student work from unit. Teachers will analyze and evaluate the work using a checklist to judge the rigor, the differentiation, and the alignment to the CCSS.	Instruction	All	Grade Level Teamsand ILT	Quarter 1	Quarter 4	On-Track	
Complete checklist/protocol to judge the rigor, the differentiation, and the alignment to the CCSS.	Instruction	All	ILT Team	Summer 2012	Summer 2012	Completed	
After school and grade level meetings for professional development: professional readings, CCSS, Curriculum Mapping, Rigor, and Differentation	After School/ Extended Day	All	ILT team, Lead teachers, Administration	Summer 2012	On-going	On-Track	

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
Utilize mClass, STEP, DIBELS, IDEL, ISAT, and MAP to improve ISAT exceeds by 5% and continue with 65% of our student making growth targets. We will continue to create RIT Band instruction groups.	To be college ready, students need to exceed. Currently, less than 10% of our population is exceeding. In addition, strong correlations exist between students that meet growth targets as well as students that perform on ISAT. Realizing that curriculum is not one-size-fits-all, we will maintain our focus on differentiation across RIT bands to meet the individual needs of each student.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Each grade level will progress monitor using DIBELS, STEP, & mClass (K-2), Easy CBM (k-8) and MAP (2-8).	ILT/ Teacher Teams	Other student group	grade level teams	Summer 2012	On-going	On-Track	
Teachers will monitor grades (classwork, homework, assessments, projects, etc). Teachers will discuss every 5 weeks at grade level meetings.	ILT/ Teacher Teams	Other student group	grade level teams	Summer 2012	On-going	On-Track	
Based on 5-week check-in (see above), teachers will create an action plan with parents, RTI Coordinator, and student to monitor student progress and the effort to reach the targeted goal.	ILT/ Teacher Teams	Other student group	grade level teams	Summer 2012	On-going	On-Track	
Students MAP data will be reviewed at the end of every testing window. Instructional plans will be created for the targeted students based on growth or lack of growth.	ILT/ Teacher Teams	Other student group	Administration & Grade Level Teams	Summer 2012	On-going	On-Track	

Strategic Priority 2

2012-2014 Continuous Improvement Work Plan

Robert Fulton Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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
Improve teacher's instructional best practices by implementing REACH. Improve teacher accountability in our schoolwide RTI program (weekly RTI meetings will continue, on-going collaboration with RTI team, professional developments as necessary, tracking red and yellow students)	After monitoring our current teacher practices, we need to improve instructional practices that differentiate and reach all learners. Currently, data show that we are moving students in the lowest quartiles, but not the highest. We will utilize the REACH framework to ensure that we are doing this. In addition, we do not want to abandon our lowest tiered students. We also need to ensure that teachers are implementing the interventions

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct weekly observations with Principal/AP using the REACH Framework. Analyze findings and provide feedback within 48 hours to staff and individual teachers (as applicable). Review lesson plans on a weekly basis.	ILT/ Teacher Teams	Other student group	Administration	Quarter 1	On-going	On-Track	
RTI Team will meet weekly, conduct observations, provide PD, monitor logs, provide teacher support. Analyze findings with staff and/or individual teachers during GLM, staff meetings, PD, and review lesson plans.	ILT/ Teacher Teams	Other student group	Administration/RTI Coordinator	Quarter 1	On-going	On-Track	
RTI Coordinator will monitor instructional activities (i.e. small group instruction, interventions, Educational Support). RTI Coordinator will check to see if interventions are implemented effectively based on instructional activity observed.RTI Coordinator will develop teacher ownership by requiring teachers to follow protocol for identifying students.	ILT/ Teacher Teams	Other student group	Administration/RTI Coordinator	Quarter 1	On-going	On-Track	
RTI coordinator will create an action plan for each student. RTI coordinator will check-in with the classroom teacher (observations)to monitor plan implementation.	ILT/ Teacher Teams	Other student group	Administration/RTI Coordinator	Quarter 1	On-going	On-Track	

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
Improve the schoolwide climate by implementing PBIS with fidelity. Fulton wants to provide more social emotional learning that will enhance student leadership capacity. This will foster student achievement, student self-confidence, and improve culture in grades 4-8.	The most misconducts occur in grades 4-8. Due to a decrease in parent involvement and an increase in student misconducts (4-6), we want to implement a program that will promote student leadership, ownership of student behavior, and parental involvement. This will also promote college awareness. We will continue to seek the support of SGA and CH&A for our Tier 2 students in Anger Management.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide ongoing professional development to support staff in addressing the social/emotional needs of students in PK-8 with an emphasis on 4-8.	Professional Development	All	ILT	Summer 2012	On-going		
Implement PBIS with fidelity to establish culture of positive classroom management and expectations.	Professional Development	Other student group	All	Summer 2012	On-going		
All staff professional development in August 2012-review of PBIS and schoolwide agreements.	Professional Development	Other student group	Administration	Summer 2012	On-going		
Create a 4-8 leadership program. Students in grades 4-8 will read 7 Habits of Highly Effective People.	Instruction	Other student group	ILT & Classroom Teachers	Quarter 1	Quarter 2		

Strategic Priority 4

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