



**2012-2014 Continuous Improvement Work Plan**

**John W Garvy Elementary School**

O'Hare Elementary Network

5225 N Oak Park Ave Chicago, IL 60656

ISBE ID: 150162990252214

School ID: 609937

Oracle ID: 23301



**Mission Statement**

Garvy is committed to prepare respectful and responsible citizens with strong moral and ethical character, through the spirit of cooperative teamwork with students, parents, community members and teachers. Our students will be prepared for the 21st century becoming technologically literate and informed about the world and its diverse population. Garvy Elementary strives to meet the needs of ALL students including those of special education and English Language Learner populations through the use of challenging curriculum steeped in the fundamentals of reading, language arts, the arts, the sciences and mathematics.

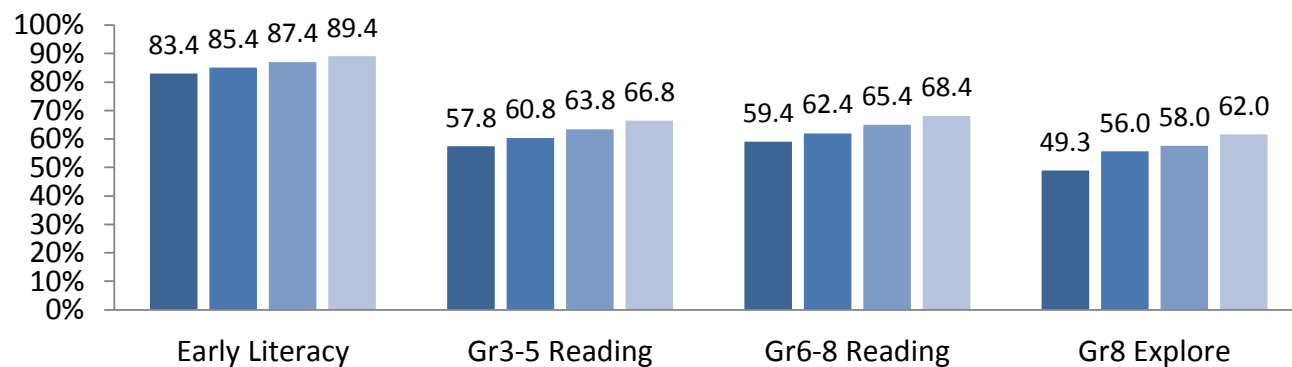
**Strategic Priorities**

1. Teachers and staff will effectively implement the use of PBIS as a whole school positive behavior support model.
2. With the implementation of flexible groupings, differentiated instruction, and on-going progress monitoring teachers and staff will provide daily enrichment and intervention to students scoring above, meeting, and below standards on the ISATS and CPS benchmark assessment screeners.
3. The Instructional Leadership Team will develop defined leadership roles and provide on-going support for teachers of all grade levels on a bi-weekly basis.
4. Increase student performance by 3% in the exceeds category in reading by providing students with a challenging curriculum embedded in the Common Core Framework Standards.
5. Increase student performance by 3% in the exceeds category in math by providing students with a challenging curriculum embedded in the Common Core Framework Standards.

**School Performance Goals**

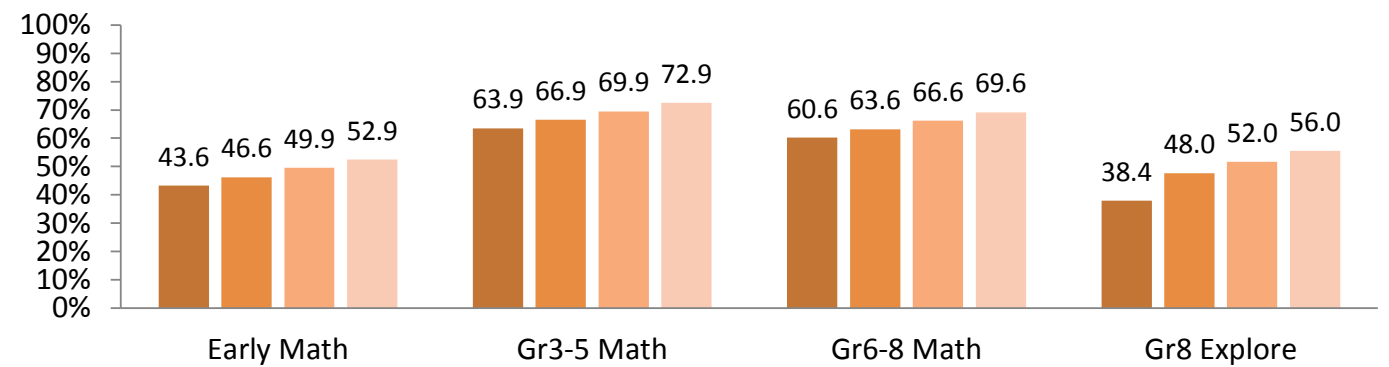
**Literacy Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



**Math Performance Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	John W Garvy 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
Julie McGlade	Principal
Heidy LaFleur	Assistant Principal
Christina Bachman	Classroom Teacher
Cathy O'Brien	Classroom Teacher
Maria Shehab	Classroom Teacher
Shelia Keeley	Classroom Teacher
Kent Joseph	Classroom Teacher
Nashwa Mekky	Classroom Teacher
Renee McCain	Classroom Teacher



## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	83.4	85.4	87.4	89.4		<b>Early Math</b> % of students at Benchmark on mClass	43.6	46.6	49.9	52.9
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	57.8	60.8	63.8	66.8		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	63.9	66.9	69.9	72.9
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	58.1	61.1	64.1	67.1		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	63.9	66.9	69.9	72.9
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	59.4	62.4	65.4	68.4		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	60.6	63.6	66.6	69.6
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	55.3	58.3	61.3	64.3		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	51.4	54.4	57.4	60.4
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	49.3	56.0	58.0	62.0		<b>Explore - Math</b> % of students at college readiness benchmark	38.4	48.0	52.0	56.0



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	95.3	96.0	96.5	97.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	10.2	7.0	6.0	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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	87.5	89.5	90.5	91.5		<b>ISAT - Reading</b> % of students exceeding state standards	33.5	35.5	37.5	39.5
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	89.7	91.7	92.7	93.7		<b>ISAT - Mathematics</b> % of students exceeding state standards	34.4	36.4	38.4	40.4
<b>ISAT - Science</b> % of students meeting or exceeding state standards	93.2	94.2	95.2	96.2		<b>ISAT - Science</b> % of students exceeding state standards	34.8	36.8	38.8	40.8

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>Scantron Data Used for students in grades 3-8, however disaggregating data is difficult and growth targets are set by the program rather than the teacher.</p> <p>Clear defined student benchmarks are set for students in grades K-2 with the implementation of DIBELS/TRC.</p> <p>Several staff members implement RTI with fidelity within the allotted time in the daily schedule.</p> <p>Reading teachers set grade level or Lexile Level reading goals for student independent and instructional reading levels.</p> <p>School focus to increase Exceeds percentage on ISAT by 3% in reading and math. (Reading 33.6% to 36.6% and Math 34.8% to</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Workshops created for parents to attend to understand Full Day School Day, Achieve 3000, RAZ-Kids, and Common Core State Standards, Parent Portal, How to help your child complete homework.</p> <p>EXPLORE test administered but results are not analyzed and used for instructional decision making purposes.</p> <p>Teachers are beginning to align lessons to Common Core Standards after receiving PD on common core and using school created template for monthly unit planning.</p> <p>Bi-Annual LSC meeting provides parents and community members with school performance data and learning goals.</p> <p>Reading teachers in K-8 incorporate Daily 5 methodology after receiving training from Principal, first and fifth grade teacher, summer PD, and training from consultant.</p> <p>Hess-Webb Matrix used to generate conversations on higher-order thinking strategies during teacher evaluations.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>A core group of teachers performs nearly all leadership duties in the school.</li> <li>A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):                             <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Teacher leaders present at each grade level.</p> <p>Committees in place with defined teacher roles for the following activities:</p> <ul style="list-style-type: none"> <li>ILT</li> <li>RTI</li> <li>Grade-Level Meetings</li> <li>Math/Science Chair</li> <li>Academic Competitions</li> <li>Bilingual Lead Teacher</li> <li>Union Representative</li> <li>PPLC</li> <li>Sports Administration</li> <li>Student Clubs</li> <li>Character Education/Recognition</li> <li>Tech Leaders/Tech Talk</li> </ul> <p>A few teachers do not take the initiative to volunteer for events or bring innovative ideas forward.</p> <p>ILT Team needs more leadership opportunities and role more clearly defined.</p> <p>Effective leadership needed from RTI Intervention Specialists.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>The ILT members represent primary, intermediate, and upper grades with curriculum experts in the areas of reading, math, and data interpretation.</p> <p>ILT Team meets to analyze strengths and weaknesses from various data assessments such as ISAT and Scantron.</p> <p>ILT Team instrumental in delivering PD to staff on Common Core Standards and aligning daily instruction with Common Core Standards.</p> <p>ILT team needs additional time and funding to meet on a regular basis to plan effective PD based on student needs.</p>	<b>2</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>Data Wall developed using data from Scantron and DIBELS, but would like data to become digital and more accessible.</p> <p>Teachers use Scantron and DIBELS Data to form small group instructional groups.</p> <p>Tier II and Tier III students identified using data from district assessments.</p> <p>Teachers analyze district data during grade-level meetings.</p>	<b>4</b>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	<b>Curriculum</b> ----->			2
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>Scope and Sequence in place for instruction in math by using programs such as Every Day Math, Connected Math, and Algebra. Reading Series scope and sequence does not align with Common Core Standards. Several selections in the series are fictional, but differentiation of text occurs by using leveled readers, Learning A-Z, Raz-Kids, and Accelerated Reader. Upcoming school year PD/possible summer PD will focus on curriculum mapping in reading.</p> <p>Instructional materials recently purchased focus on non-fiction text and higher order thinking strategies.</p> <p>Several grade level teams have developed monthly units in Language Arts based on Common Core Standards.</p> <p>Computer based programs used to assess independent and instructional reading levels.</p>	
	<b>Instructional materials</b> ----->			4
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Technology plays an integral part in each classroom and is available with the use of STAR Boards, Lap Tops, NEOs, and Color Nook Tablets.</p> <p>Upper Grade Classrooms have a novel-based curriculum with supplemental materials to instruct writing, spelling, and etymology. FOSS and Investigating Earths Systems Curriculum enables students to partipate in higher-order and hands-on instruction in science at all grade levels.</p> <p>Extra consideration needed for math and science curriculum to</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>On-line assessment data available immediately for teacher evaluation of student performance.</p> <p>ISAT data evaluated during opening day activities in grade level teams.</p> <p>Scantron is a screener to identify students above/meeting/below standards to implement RTI.</p> <p>Professional Development days focus on analyzing student data to make instructional decisions.</p> <p>Primary teacher evaluate student growth based on performance on DIBELS/TRC.</p> <p>Special education and Bilingual/ESL non-classroom teachers have limited access to student data from district-wide, on-line assessments.</p> <p>Project-based learning in place in all intermediate and upper grade classrooms to assess student understanding of concepts.</p> <p>Teachers rely heavily on traditional assessment methods; tests, quizzes, etc.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Teachers state objectives for learning and prepare grade-level common lesson plans. Several grades have aligned activities with Common Core Standards. Special education teachers need additional support to implement Common Core Standards while meeting student IEP goals in the form of Professional Development. Everyday Math and Connected Math Curriculum enable teachers to scaffold instruction for all grade levels. Additional training needed for teachers to focus on incorporating high-level thinking strategies and activities. Small group instruction occurs on a daily basis based on student achievement and reading levels determined by DIBELS/TRC or Lexile Level from Scantron.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>AIMS Web Intervention program was purchased for each student, but due to CPS testing schedule the program was not successfully rolled out to teachers.</p> <p>RTI team needs to provide further professional development for staff to implement intervention strategies.</p> <p>Progress monitoring is not implemented on a regular basis in the upper grades.</p> <p>Progress monitoring is effectively utilized for planning instruction and targeting skills in the primary grades.</p> <p>Documentation for intervention and student growth is not maintained properly by classroom teachers.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Professional Development is determined by School Improvement goals and helping students move from meets to exceeds.</p> <p>Some staff members find PD irrelevant to teaching responsibilities,(ex. Gym teacher).</p> <p>New initiatives require further follow-up.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Grade level teams meet regularly, but agenda and action items are not predetermined.</p> <p>Due to lack of funds to support extended day for teacher collaboration, teachers do not have alloted time to dive into data. A common prep period is embedded in the schedule at least once a week. Some grade levels need to use this time more effectively and take advantage of this weekly period.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Coach in place for math/science to monitor instruction and pacing. Need reading coach to support teachers and instruction. Informal mentor program available for new teachers, however District-level mentor program is not clearly communicated. Peer coaching session in the form of video footage of classroom engagement for staff to evaluate teaching and learning. Assign staff member as mentor to new staff teachers. Mentors will meet and document best practice conversations. New teacher will be required to reflect on teaching practices through journaling. Administration will oversee journal entries.</p>	

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Every homeroom celebrates college graduation target date. Every classroom has adopted a prestigious college to research and learn about college career opportunities.</p> <p>Students have the opportunity to participate in school leadership roles in the Student Council, Drama Club, Friends of Rachel, and Student Newspaper.</p>	
	<b>Relationships</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>Technology resource programs/social media sites enable students to access teachers outside of the school day by using Edmodo. Student ethnicities are celebrated at our annual International Day/Night.</p> <p>Special Education and Bilingual students are included in the mainstream classroom settings.</p> <p>Our staff goes above and beyond classroom expectations and builds relationships with the Garvy Community to include students, parents, and Community members.</p> <p>Mutual respect is embedded in the school culture between staff and students and students to students.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Character Recognition Program in place to recognize positive student behavior.</p> <p>Extend Friends of Rachel Club with school-wide activities and lessons to promote student safety and anti-bullying message of the Club.</p> <p>Fully implement PBIS School-Wide for 2012-2013 School Year. Upper grade teams have structured behavior incentive programs to recognize student behavior, but each grade level does not have the same system of rewards.</p>	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Data such as ISATs, Scantron, DIBELS/TRC are provided at report card pick-up for parents.</p> <p>GRADEBOOK is fully utilized for parents to communicate student progress, updated regularly by staff.</p> <p>Open House scheduled in September to communicate grade-levels expectations for instruction and achievement.</p> <p>Bilingual Advisory Committee meets on a regular basis to communicate academic programs and expectations to transition students to the next grade level.</p>	
	<b>Ongoing communication</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p>School web-site updated regularly posting relevant school information and sending email blasts to inform parents of events occurring in the school.</p> <p>Family Newsletter sent home monthly to keep parents abreast of school activities.</p> <p>Individual teachers post relevant classroom information on web-based programs such as Edmodo or Classjump.</p>	
<b>Bonding</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>Several activities are scheduled to celebrate student achievement and the home/school connection.</p> <p>PTA plays an integral role in sponsoring family activities.</p> <p>Teachers sponsor family education nights: math/science, drama presentations, Family Reading Night, Red Carpet Reading, International Night, Parent Workshops, Band Recitals, Junior Achievement, Girls on the Run, Girls on Track, etc.</p>	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	Special Services Team works with families that require resources outside school services. Homebound teaching provided for students who have medical concerns. Home visits conducted by administration and social worker. SASS dispatched for crisis intervention situations.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	Most college or career lessons focus on upper grade students. College and Career School Spirit Committee established to expose students to various colleges and careers.	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	Algebra Initiative Course available for 8th grade students who qualify for program. Counselor/Case Manager meets with 6-8th grade students to explore college and career options. 5th Grade students participated in Career Day Activities with professionals making presentations for students.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	Students have several opportunities to participate in a number of diverse after school programs and clubs.		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>School has newly developed College and Career Committee to plan school-wide awareness for all students. Career and College assessments are limited to the upper grade students.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	<p>Does not apply to grade school.</p>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<p>Kindergarten orientation is held for incoming kindergarteners. 8th grade students and parents are prepared to complete high school selection process by counselor during open house. Garvy participates in high school fair with local grade schools. Open house conducted for parents in September to inform parents of curriculum and classroom expectations.</p>	



## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>All SGSA funds are aligned to School Improvement priorities and activities.</p> <p>Active participation from the PTA and Adopt-A-Classroom provide additional monetary resources for programs and resources needed for instruction.</p> <p>Funding used to purchase technology to support instruction.</p>	
	<b>Building a Team</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Most interviews are conducted by principal and assistant principal bringing in teachers when possible.</p> <p>Student-teachers and substitutes are considered for positions.</p>	
<b>Use of Time</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>School schedule is based on hour blocks for core subjects. Certified staff instruct core subjects in upper grades. Teachers have collaborative prep time built into the schedule, but several grade levels do not take advantage of this allotted time. RTI time is built into the schedule, however the specialist of the curriculum area may not instruct students during the time or teacher does not use this time for Tier II interventions.</p>	

## Mission & Strategic Priorities

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

### Mission Statement

Garvy is committed to prepare respectful and responsible citizens with strong moral and ethical character, through the spirit of cooperative teamwork with students, parents, community members and teachers. Our students will be prepared for the 21st century becoming technologically literate and informed about the world and its diverse population. Garvy Elementary strives to meet the needs of ALL students including those of special education and English Language Learner populations through the use of challenging curriculum steeped in the fundamentals of reading, language arts, the arts, the sciences and mathematics.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers and staff will effectively implement the use of PBIS as a whole school positive behavior support model.	By teaching and sending a consistent message to students regarding the expected targeted behaviors, ALL students in grades K-8 will take responsibility for their actions and the priority to help others make the right decisions in order to increase time-on-task in the classroom.
2	With the implementation of flexible groupings, differentiated instruction, and on-going progress monitoring teachers and staff will provide daily enrichment and intervention to students scoring above, meeting, and below standards on the ISATS and CPS benchmark assessment screeners.	In order to accomplish individual gains for every student, we will use quarterly MAP testing as a measure to drive our instructional practices toward differentiation and student grouping.
3	The Instructional Leadership Team will develop defined leadership roles and provide on-going support for teachers of all grade levels on a bi-weekly basis.	The ILT's primary responsibility is to disaggregate local, benchmark and state assessments in order to report out and to support grade-level teams.
4	Increase student performance by 3% in the exceeds category in reading by providing students with a challenging curriculum embedded in the Common Core Framework Standards.	Teachers will begin to utilize Common Core State Standards to align and design unit plans for English/Language Arts focusing on providing a challenging curriculum stepped in the fundamentals of rigorous instruction and higher-level thinking strategies.
5	Increase student performance by 3% in the exceeds category in math by providing students with a challenging curriculum embedded in the Common Core Framework Standards.	Fully implement Everyday Math and Connected Math curriculums supported by rigorous instruction to prepare students for higher levels of mathematics to include Algebra in the 8th grade.





**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
With the implementation of flexible groupings, differentiated instruction, and on-going progress monitoring teachers and staff will provide daily enrichment and intervention to students scoring above, meeting, and below standards on the ISATS and CPS benchmark assessment screeners.	In order to accomplish individual gains for every student, we will use quarterly MAP testing as a measure to drive our instructional practices toward differentiation and student grouping.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Staff members will conduct data analysis to recognize strengths and weaknesses of students using assessment data from ISAT, Scantron, and DIBELS.	Professional Development	Not Applicable	Principal/ Assistant Principal/ILT	Summer 2012	On-going		
Roll-out AimsWeb by training teachers on implementation and usage of program to identify Tier 1 and Tier 2 students.	Professional Development	Not Applicable	Assistant Principal/Special Education Staff	Quarter 1	Quarter 4		
Meet in grade levels teams to support daily instruction by aligning lessons to student needs.	ILT/ Teacher Teams	Not Applicable	Grade level team chairs	On-going	On-going		
Provide support to students on a daily basis in the allotted time in student schedule.	Instruction	All	All staff	Quarter 1	On-going		
RTI Team will provide on-going support to implement best practices and progress monitoring tools.	ILT/ Teacher Teams	Not Applicable	RTI Lead	Summer 2012	On-going		
Students will participate in Aims Web Assessment three times a year to measure individual growth.	Instructional Materials	All	Assistant Principal/ Teaching Staff/ Computer Ed. Teacher	Quarter 1	On-going		



**Strategic Priority 2**






**Strategic Priority 3**






### Strategic Priority 4

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

Strategic Priority Description	Rationale
Increase student performance by 3% in the exceeds category in reading by providing students with a challenging curriculum embedded in the Common Core Framework Standards.	Teachers will begin to utilize Common Core State Standards to align and design unit plans for English/Language Arts focusing on providing a challenging curriculum stepped in the fundamentals of rigorous instruction and higher-level thinking strategies.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase additional non-fiction text for all grade levels including but not limited to the areas of science, mathematics, and social studies.	Instructional Materials	All	Reading Specialist/ Principal	Quarter 1	Year 2		
Provide consultant and professional development in the area of best practices in reading to focus on small group instruction, differentiated instruction, and the Daily 5.	Professional Development	Not Applicable	Principal/ Reading Specialist	Quarter 1	On-going		
Schedule time for peer observations where staff can observe other colleagues as they implement effective reading strategies during instruction.	ILT/ Teacher Teams	Not Applicable	ILT/RtI Team	Quarter 2	On-going		
Provide students with the opportunity to meet targeted reading goals interact with leveled texts by using programs to monitor reading such as Accelerated Reader, Raz-Kids, and Achieve 3000.	Instructional Materials	All	Principal/Tech Teacher	Quarter 1	On-going		
Recruit reading specialist to assist teacher with daily reading instruction.	Staffing	Not Applicable	Adminstration	Quarter 1	Year 2		
Incorporate Common Core instruction in reading using Hess/Webb matrix and planning challenging instruction for all students.	Instruction	Not Applicable	All Staff/ILT	Summer 2012	On-going		



**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
Increase student performance by 3% in the exceeds category in math by providing students with a challenging curriculum embedded in the Common Core Framework Standards.	Fully implement Everyday Math and Connected Math curriculums supported by rigorous instruction to prepare students for higher levels of mathematics to include Algebra in the 8th grade.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide materials for CMSI approved math programs used in the school: EveryDay Math, Connected Math, and Algebra 1.	Instructional Materials	Not Applicable	Principal	Summer 2012	Quarter 1		
Provide on-going support for math teachers by attending PD offered by CMSI on math programs used in the school: EveryDay Math, Connected Math, and Algebra 1.	Professional Development	Not Applicable	CMSI	Summer 2012	On-going		
Use assessment data from ISAT and teacher expertise to select students eligible for Algebra 1 course.	ILT/ Teacher Teams	Other student group	ILT Team/Algebra Teacher	Summer 2012	Summer 2012		
Implement all components of selected programs on a daily basis with the increase in time allotted for mathematics instruction with CPS longer school day plan.	Instruction	All	Math Teachers	Quarter 1	On-going		
When possible include inclusion minutes for special education students in math classes instructed by certified and endorsed staff members.	Instruction	Students With Disabilities	Special Services Team	Quarter 1	Year 2		
When designing schedules all ESL and Bilingual Students will remain in math classes instructed by certified and endorsed teachers.	Instruction	English Language Learners	Binlingual Lead Teacher	Quarter 1	Year 2		



**Strategic Priority 5**
