



## 2012-2014 Continuous Improvement Work Plan

# Josefa Ortiz De Dominguez Elementary School

Pilsen-Little Village Elementary Network

3000 S Lawndale Ave Chicago, IL 60623

ISBE ID: 150162990252898

School ID: 609950

Oracle ID: 23411



### Mission Statement

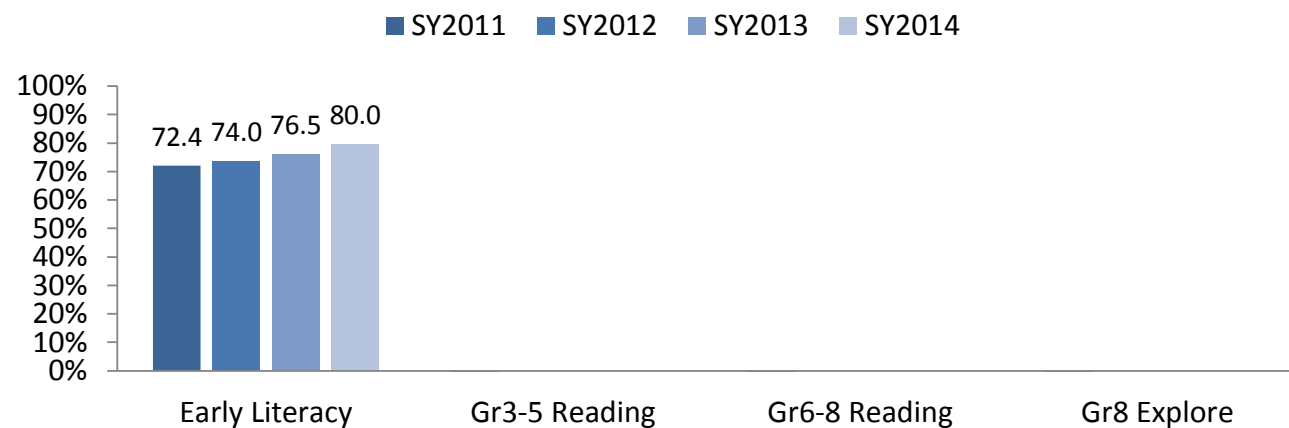
Josefa Ortiz de Dominguez School provides an inclusive Early Childhood Environment in which individuals become literate, critical thinkers through a rigorous instructional program.

### Strategic Priorities

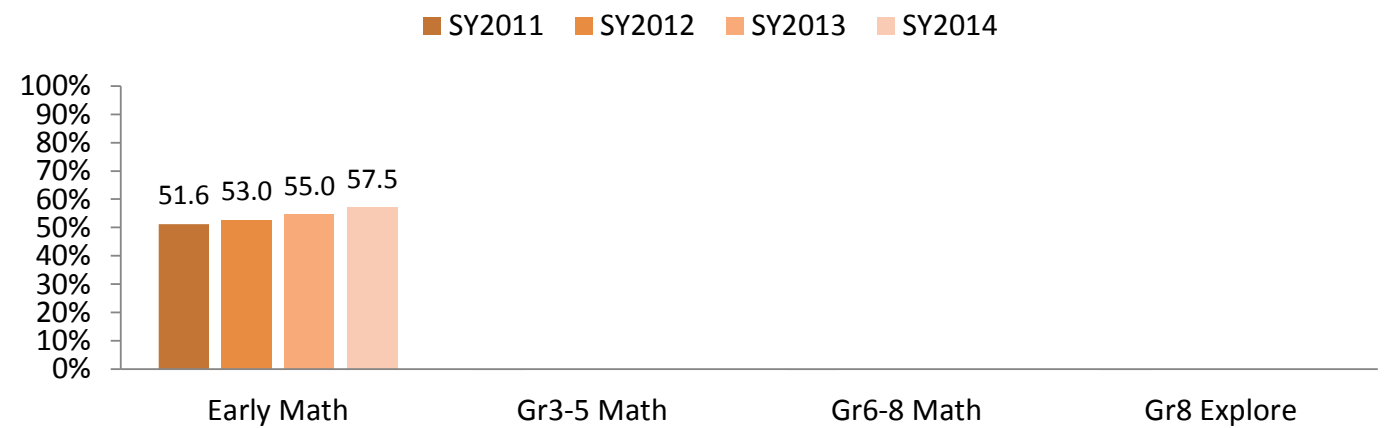
- Next year, the focus will be on each grade level designing and implementing rigorous units in literacy that are aligned to the CCSS standards to all students, including, those with disabilities and ELLs.
- Implement mini-lessons consistently across grade levels focusing on content, delivery, and clarity.
1. Teachers will provide explicit English Language Development instruction across all grade level, and monitoring students' progress throughout the academic school year.

### School Performance Goals

#### Literacy Performance Goals



#### Math Performance Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at [www.cps.edu/CIWP](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:	Josefa Ortiz De Dominguez 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
Angelica Herrera-Vest	Principal
Guadalupe Gonzalez	Assistant Principal
Carmen Malave	Assistant Principal
Megan Hlavaty	Classroom Teacher
Catharine Smith	Special Education Faculty
Margaret Cahill-McGovern	Special Education Faculty
Celia Ruiz	ELL Teacher
Angela Baranowski	Classroom Teacher
Rosa Neri	Classroom Teacher
Guadalupe Morales	Classroom Teacher
Megan Dorman	Lead/ Resource Teacher
Andres Gonzalez	LSC Member



## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	72.4	74.0	76.5	80.0		<b>Early Math</b> % of students at Benchmark on mClass	51.6	53.0	55.0	57.5
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	NDA					<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	NDA			
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	NDA					<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	NDA			
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	NDA					<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	NDA			
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	NDA					<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	NDA			
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	NDA					<b>Explore - Math</b> % of students at college readiness benchmark	NDA			



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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	95.8	96.0	96.1	96.4					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	3.6	3.1	2.7	2.4

### 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	NDA					<b>ISAT - Reading</b> % of students exceeding state standards	NDA			
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	NDA					<b>ISAT - Mathematics</b> % of students exceeding state standards	NDA			
<b>ISAT - Science</b> % of students meeting or exceeding state standards	NDA					<b>ISAT - Science</b> % of students exceeding state standards	NDA			

**School Effectiveness Framework**

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>Theory of Action goals, individual teachers establish learning goals for their students. Teacher teams revisit those goals, and create instructional plan at MOY by looking at individual students' needs, core instruction in the classroom and ensuring that interventions are being implemented.</p> <p>Theory of Action is beginning to be clear to the entire staff. ILT is currently engaged in making this possible.</p> <p>Working on shifting the responsibility for decision making back to the faculty.</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>Sharing data with parents at three intervals throughout the year BOY- MOY-EOY. Focusing on implementing a concrete schedule to disseminate this information at LSC meetings and Parent meetings. Principal asks for staff's input for PD decisions.</p> <p>Observations are completed by Principal and APs. Increase number of visits and informal data walks and observations.</p> <p>Transitioning to new evaluation system (REACH) so that observations are more frequent while addressing more domains.</p> <p>Principal shares professional articles to all staff electronically.</p> <p>Supports NBCT's renewal process by providing enrollment fees.</p> <p>Principal collaborates closely with Assistant Principals to support administration duties and mentors their ongoing professional development.</p> <p>Principal aims for teachers to take ownership and collaborate with less resistance by implementing "TALK SENSE" professional development on an on-going basis.</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>Mentors within the school. Data is analyzed at the POD level. Various active committees such as BLT, CIWP team, union rep , PPLC, bilingual program design committee. Network leadership team member collaborates with ILT, Special Ed. Team members assist other teachers with referral process for students who may require special education. BLT and AP lead BAC and NCLB parent committees.</p> <p>Teachers sharing effective practices from PD can be improved by providing a consistent schedule where attendees can share the new practices with their colleagues. Allocating funds so that the entire staff can attend these sessions.</p>	



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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</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>	ILT LEADS- grade level meetings on a biweekly basis and members represent all critical areas, i.e., ELL, Special Ed. Primary focus is on improving instruction through learning cycles, reading, sharing articles, peer observations, and reflection. Sub committees are created from within each team to work on specific district, network, and school-based initiatives. ILT is working on improving Two way communication with emphasis on teacher teams to ILT committee. Notes from teacher lead teams are being disseminated among all staff members to facilitate this procedure. Currently implementing on-going surveys and improving response rate from teachers.	
<b>Monitoring and adjusting</b> ----->			<b>3</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>	Teachers prepare data analysis, create goals based on data. At MOY teachers revisited data and used data to guide Rtl and needs for interventions. Improvement is noted by increase in progress monitoring for DIBELs and IDEL. Currently working on increasing progress monitoring through TRC and recent PD has been provided in that area.	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>School uses district mandated instructional material for Language Arts, Math, and Science. Current curricula Pacing charts, Scope and sequence are used as guides , but teacher supplement curriculum by including additional resources. Current efforts have been to increase the amount of non-fiction text in the classrooms and library. Teachers differentiate instruction to meet the needs of all students as well as provide accommodations and modifications for students with IEP's.</p>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Each grade level has a set of instructional materials aligned to current standards. Teachers supplement instructional materials to support their instruction for students with disabilities. ELD Achieve will be purchased and implemented across grade levels to support instruction for ELL's.</p> <p>Reading A to Z will also purchased along with other materials to support ELL's English development.</p> <p>Establishing a well organized system of accessible materials for teachers to use on continuous.</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>2</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>School-wide, teacher team and classroom data is organized and available to all at the end of the assessment windows at BOY, MOY, and EOY for mCLASS assessments.</p> <ul style="list-style-type: none"> <li>-Some grade levels use comprehensive assessments that are consistent across all classrooms at that grade level.</li> <li>-Currently working on aligning formative assessments to be consistent among teachers working at each of the grade levels or PODS.</li> <li>-Current assessments used do not adequately provide a complete picture of student learning and are identical for most students. In particular for ELL's.</li> <li>-Students with IEP's receive assessments that can be accommodated to address their specific needs as indicated on their IEP's.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</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>All classrooms include guided reading in small group allowing for scaffolding. The amount of small group Instruction varies across all classrooms.</p> <p>The level of rigor in not consistently high across classrooms.</p> <p>Formative assessment during instruction is used inconsistently among teachers.</p> <p>Current efforts are to increase the level of high-level questioning techniques in all classrooms.</p> <p>Sequencing of lessons is primarily driven by the pacing suggested in instructional materials.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Interventions are closely monitored at the individual teacher level so that adjustments are made every 6- 10 weeks.</p> <p>Interventions include in-class, small group instruction, push-in support is offered by reading coach. Afterschool and Morning support outside of the classroom are school funded and given by individual teachers to provide interventions in small group setting.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>2</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>Strategic Learning Initiative provided 2nd grade and kindergarten with professional development with a focus on Math instruction. Teachers attended PD provided by the Network to align to the CCSS initiatives and Theory of Action Levers; Guided reading, Daily 5, mini lessons.</p> <p>School wide PD addresses analyzing assessment data and its implications on instruction.</p> <p>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals which are often changed during the school year by Network and District-wide mandated professional development.</p>	

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<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teachers meet regularly with a mix of activities that focus on instructional needs driven by the learning cycles. Some teacher teams meet to plan weekly instruction. Teachers and Rtl facilitator meet every 6-10 weeks or as needed to monitor effectiveness of interventions and student needs while supporting remediation plans.</p> <p>Schedule year long plan with specific topics as on-going PD. addressing interventions, progress monitoring, SWD's, data, behavior interventions.</p> <p>TLT are inclusive of gen ed, special ed, and bilingual teachers to address all students' needs.</p> <p>Protocols and processes are in place for teachers to collaborate and inform all staff.</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>Peer observation and cross-classroom Visitation happens occasionally as part of the theory of action plan to address specific levers of the learning cycle.</p> <p>Time has been built in for reflective feedback after peer observations in order to raise the quality of instruction.</p> <p>Formal support for new teachers comes from district-sponsored induction program, but was only available for one of the two new teachers at our school.</p> <p>Informal support is consistently provided by peers and administrator to support all teachers' individual growth.</p>	



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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</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 staff member reinforces school expectations for all students to attain academic success through the school pledge which is recited on a daily basis after the pledge of allegiance. In addition, "Super Chicos" are selected on a monthly basis for their academic, behavior, and socio-emotional progress. Principal meets with those selected to emphasize their achievements and rewards them with a tradebook, and certificate. Super Chico buttons are worn by those selected to encourage others to achieve academically as well.</p>	
	<b>Relationships</b> ----->			<b>3</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>Most interactions between adults and students, students and students, are respectful, with appropriate, fair responses to disrespectful behavior.</p> <p>Students in need of having an adult advocate who cares about them working closely with them on a daily basis or as needed.</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>The school has a common, school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and is built on improving behavior. Super Chicos are selected on a monthly basis using ,attendance, behavior, uniform use, academic improvement, citizenship as criteria.</p> <p>Principal meets with 2 students from each classroom providing them with certificate and reading book.</p> <p>Staff establishes and maintains a safe, welcoming school environment.</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 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>Most teachers demonstrate work samples and explain student progress to parents on a quarterly basis. Teachers meet with the parents of students not meeting grade level standards to create a remediation plan that addresses specific student's needs.</p> <p>Administrator provides school performance and accurately explained data information at LSC twice a year. Parents can reach out to the school to request more information to address specific child's progress report.</p> <p>School generated progress reports are provided at weeks 5, 15, 24, and 35 in addition to gradebook reports. This assists parents in understanding their child's academic progress.</p>	
	<b>Ongoing communication</b> ----->			<b>3</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>Teachers provide ongoing communication with families which identifies areas of needs and ways of supporting their child at home. Teacher, parent and student sign remediation plan as active participants of plan for improvement.</p> <p>Weekly newsletter is sent home by teachers, Principal sends out quarterly newsletter with school wide information. Monthly calendars a sent out to inform parents of upcoming school events.</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>BAC, NCLB, Project Play, Dance program, Grows program, family literacy night, open house, monthly Assemblies, parent volunteers, community partner- Beyond the Ball. OLCE collaboration for parent trips. Autism Speaks, Parent informational meetings from Virtual Pre-K. An administrator is always available to support students, teachers, parents, and community members with an open door policy.</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>	<p>Staff provided outreach to families in need of specialized support through home visits and collaboration with social service agencies. Itinerant staff collaborates with school staff to access services for our students in need. Facilitate parent information sessions regarding SWD's, referral process and placement process. Substantial Support is provided to students and their families.</p>	
	<b>College &amp; Career Exploration and election</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>	<p>Not Applicable.</p>	
	<b>Academic Planning</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>	<p>Not Applicable.</p>	
	<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</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>	<p>A wide range of extra-curricular and enrichment programs are available to not just students, but include their parents as well.</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</b>	<b>College &amp; Career Assessments</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>	Not Applicable.	
	<b>College &amp; Career Admissions and Affordability</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>	Not Applicable.	
	<b>Transitions</b> ----->			<b>2</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>	School works with parents transferring from Head Start at Gary Elementary to Ortiz's Kindergarten along with PFA program. Includes open house, personalized registration letters and forms are provided. Students who have no previous school experience are invited to participate in the "Step up to Kindergarten" Summer program that is taught by a kindergarten teacher. Collaboration between Gary Elementary and Ortiz Administrators exist so that 2nd graders who will transition to Gary attend a walk-through and are welcomed by their future teachers.	

## 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 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</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>School allocates discretionary spending to align with identified needs i.e. Literacy development, teachers' professional development, sessions for reflection after observations, Literacy Coach, Technology for Assessments(IPADS), Music Teacher supports Literacy development.</p> <p>Various donations and grants are sought out by various teachers and administrators for materials that will support literacy and programs.</p>	
	<b>Building a Team</b> ----->			<b>3</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>An interview team has been created that follows specific questions for the interviewees. Team consists of Administrators, LSC Council members, and teachers or Paraprofessionals that are relevant to the position.</p> <p>Hiring of previous student teachers and volunteers who demonstrate their expertise and commitment at the school. Grade team members are invited to participate in the interview process.</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 designed to meet the instructional reading block. Common preparation periods are scheduled so that teachers within the same grade levels and programs have time to collaborate. Struggling students receive structured intervention before and after school. School-wide intervention block.</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

Josefa Ortiz de Dominguez School provides an inclusive Early Childhood Environment in which individuals become literate, critical thinkers through a rigorous instructional program.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Next year, the focus will be on each grade level designing and implementing rigorous units in literacy that are aligned to the CCSS standards to all students, including, those with disabilities and ELLs.	In order to increase the number of students meeting or exceeding the reading grade level according to TRC, we need to implement rigorous, integrated literacy units.
2	Implement mini-lessons consistently across grade levels focusing on content, delivery, and clarity.	We scored ourselves a "2" in "Instruction" and "Whole Staff Professional Development" and "3" on "Grade Level/Course Team". Teachers already meet routinely, but we would like to devise a plan that includes more focused collaboration particularly around CCSS.
3	<b>1. Teachers will provide explicit English Language Development instruction across</b>	In order to increase the number of students meeting or exceeding 3rd grade standardized assessments by increasing their word knowledge and comprehension skills.
4	Optional	
5	Optional	





### Strategic Priority 1

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

Strategic Priority Description	Rationale
Next year, the focus will be on each grade level designing and implementing rigorous units in literacy that are aligned to the CCSS standards to all students, including, those with disabilities and ELLs.	In order to increase the number of students meeting or exceeding the reading grade level according to TRC, we need to implement rigorous, integrated literacy units.

### Action Plan

### Monitoring

Column1	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
8 teachers will attend summer unit planning institute to learn how to design quality units that include formative assessment correlated with CCSS.	Professional Development	All	Classroom teachers	Summer 2012			
Teachers who attend summer unit planning institute will lead unit planning sessions during the school year with grade level teams.	Other	All	Classroom teachers	Summer 2012			
Grade level teams will research non-fiction trade books to align them to units developed. Grade levels will determine what books will be purchased to support their units and student reading levels.	Instructional Materials	All	Grade level teams	On-going			
Grade levels will meet during the school year to continue developing units for each quarter. Saturday sessions have been scheduled.	ILT/ Teacher Teams	All	Grade level teams	On-going			
Literacy coach will work closely with teachers to ensure quality of units.	ILT/ Teacher Teams	All	Literacy Coach	On-going			
Literacy coach, Principal, AP will complete observations to evaluate unit implementation.	Other	All	Administration/Literacy Coach	On-going			
Units will be modified to meet the needs of our ELL population based on English proficiency levels.	Instruction	English Language Learners	Classroom teachers	On-going			
Units will be modified to meet the needs of our Special Needs population based on IEP goals.	Instruction	Students With Disabilities	Classroom teachers/special ed. Program teachers	On-going			



Strategic Priority 1




## Strategic Priority 2

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

Strategic Priority Description	Rationale
Implement mini-lessons consistently across grade levels focusing on content, delivery, and clarity.	We scored ourselves a "2" in "Instruction" and "Whole Staff Professional Development" and "3" on "Grade Level/Course Team". Teachers already meet routinely, but we would like to devise a plan that includes more focused collaboration particularly around CCSS.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Survey teachers on their comfort level of mini-lessons through survey monkey.	Other	Not Applicable	Literacy Coach	Summer 2012			
Create learning cycle with a focus on mini-lesson	Instruction	Not Applicable	ILT	On-going			
Provide teachers with professional development opportunities with a mini-lesson focus.	Professional Development	Not Applicable	Literacy Coach	On-going			
Provide teachers with opportunities to observe each other and come together to reflect on lesson observation.	Other	Not Applicable	Literacy Coach	On-going			
Administration will focus on mini-lesson when observing teachers.	Instruction	Not Applicable	Principal/AP	On-going			
Principal will review lesson plans looking for mini lesson focus.	Instruction	Not Applicable	Principal	On-going			
Teachers will use assessment data guide their min-lessons.	Instruction	All	Classroom teachers	On-going			
Post survey to determine comfort level of mini-lessons through survey monkey.	Instruction	Not Applicable	ILY	Quarter 3			



**Strategic Priority 2**


### Strategic Priority 3

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

Strategic Priority Description	Rationale
1. Teachers will provide explicit English Language Development instruction across all grade level, and monitoring students' progress throughout the academic school year.	In order to increase the number of students meeting or exceeding 3rd grade standardized assessments by increasing their word knowledge and comprehension skills.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers servicing bilingual students will participate in a summer training for EL Achieve implementation	Instruction	English Language Learners	Teachers servicing bilingual students/Bilingual Lead Coach	Summer 2012			
EL Achieve materials will be purchased for the Bilingual Program Classrooms and students with bilingual categories.	Instructional Materials	English Language Learners	Principal	Summer 2012			
Bilingual Program Coach will work closely with Bilingual Program teachers to implement EL Achieve.	Instruction	English Language Learners	Bilingual Lead Coach	On-going			
Students will be assessed to determine level of English Language proficiency and determine proper level of instruction.	Instruction	English Language Learners	Bilingual Classroom teachers/Bilingual Lead Coach	On-going			
Lesson plans will explicitly demonstrate EL Achieve implementation.	Instruction	English Language Learners	Bilingual Classroom teachers/Bilingual Lead Coach	On-going			
Teachers will differentiate ELD instruction based on students English Proficiency Levels and EL Achieve pre-test.	Instruction	English Language Learners	Bilingual Classroom teachers/Bilingual Lead Coach	On-going			
Students will be administered the EL Achieve post test and the end of year to determine growth.	Instruction	English Language Learners	Bilingual Classroom teachers/Bilingual Lead Coach	Quarter 4			





Strategic Priority 3

Teachers will implement EL Achieve during an assigned time block consistent across grade levels.	Instruction	English Language Learners	Bilingual Lead Teacher/Bilingual Lead Coach	On-going			
Peer observations will be encouraged for teachers to share successful strategies based on the implementation of EL Achieve.	Instruction	English Language Learners	Bilingual Lead Teacher/Bilingual Lead Coach	On-going			



### Strategic Priority 4

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps



### Strategic Priority 5

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps