



## 2012-2014 Continuous Improvement Work Plan

### William F Finkl Elementary School

Pilsen-Little Village Elementary Network

2332 S Western Ave Chicago, IL 60608

ISBE ID: 150162990252893

School ID: 609967

Oracle ID: 23541



### Mission Statement

It is our mission to prepare our students to become literate, critical thinkers that are prepared for success in high school, college, and careers. This will be accomplished by implementing a challenging curriculum aligned to the common core standards. We will foster academic growth and achievement using best instructional practices.

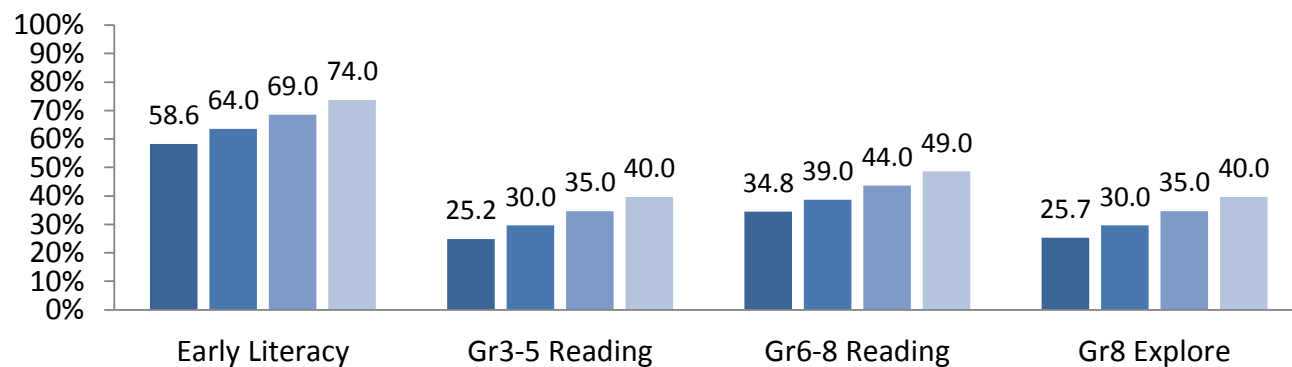
### Strategic Priorities

1. Teachers will use guided reading and small group instruction to meet the different needs of learners in a given classroom.
2. Teachers will develop rigorous performance assessments and curricula that align with the Common Core State Standards.
3. #REF!

### School Performance Goals

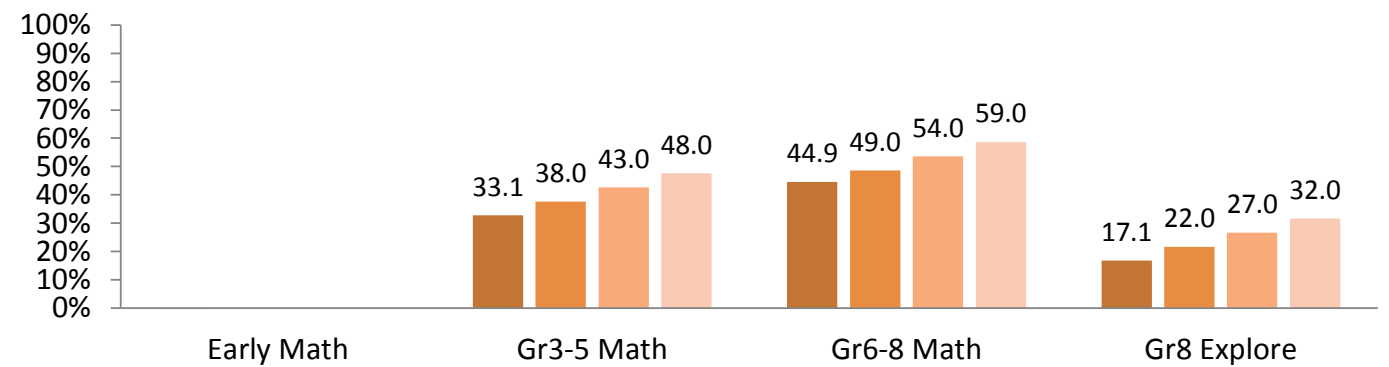
#### Literacy Performance Goals

■ 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:	William F Finkl 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
Kellie Capiak	Lead/ Resource Teacher
Maura Murtaugh	Assistant Principal
Abelino Quintero	Principal
Alma Lamas	ELL Teacher
Diana Rojas	ELL Teacher
Sarah Izzo	ELL Teacher
Robert Sabo	Special Education Faculty
Christine Cummings	Classroom Teacher
Tressey Zec	Classroom Teacher
Karla Russell	Classroom Teacher
Lourdes Martinez	Classroom Teacher
Gloria Moran	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	58.6	64.0	69.0	74.0		<b>Early Math</b> % of students at Benchmark on mClass	NDA			
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	25.2	30.0	35.0	40.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	33.1	38.0	43.0	48.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	53.6	58.0	63.0	68.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	47.8	53.0	58.0	63.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	34.8	39.0	44.0	49.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	44.9	49.0	54.0	59.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	50.8	56.0	61.0	66.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	48.4	54.0	59.0	64.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	25.7	30.0	35.0	40.0		<b>Explore - Math</b> % of students at college readiness benchmark	17.1	22.0	27.0	32.0



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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	95.2	95.7	96.2	96.7					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	6.7	6.1	5.6	5.1

### 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	68.3	73.0	78.0	83.0		<b>ISAT - Reading</b> % of students exceeding state standards	9.6	12.0	15.0	18.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	77.3	80.0	83.0	86.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	19.2	21.0	24.0	27.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	64.4	67.0	70.0	73.0		<b>ISAT - Science</b> % of students exceeding state standards	7.6	9.0	11.0	13.0

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>We have established clear, measurable goals for student achievement at the school and grade level. We need to translate those goals to the classroom level.</p> <p>We have a clear theory of action that outlines the school's priorities and key levers. However, we need to develop a better evaluation plan that allows us to accurately determine the impact our key levers are having on student achievement.</p>	
<b>DIMENSION 1: Leadership</b>	<b>Principal Leadership</b> ----->			<b>2</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>Switched from grade-level meetings to cluster level meetings for departmental grades. Cluster level meetings enable us to build professional learning capacity that targets reading and math.</p> <p>Learning Cycles have created a structure that enables staff meetings, ILT meetings, grade-level meetings, and cluster level meetings to focus on our powerful practice.</p> <p>We have improved our communication with parents on student progress by implementing weekly communication regarding student work, homework, class assignments, and behavior. This year we have distributed Scantron / DIBELS reports after each assessment.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Our strategic lever for the 2011-2012 school year was identified after a whole staff brainstorming session.</p> <p>Teachers share learning about effective practices (guided reading, differentiated instruction, and student rigor) through bi-weekly peer observations.</p> <p>All teachers contribute to decision-making at the teacher team level. However, we do have a core group of teachers who perform multiple leadership duties in the school. Going forward, we need to expand the number of teachers who perform leadership duties at the school level.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instructional Leadership Team (ILT)</b> -----&gt;</p>			
<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 represents all grade-levels and includes bilingual and special education teachers.</p> <p>The ILT facilitates communication from administration to grade-level teams but does not necessarily facilitate two-way communication and engage all staff in decision-making.</p> <p>The ILT assists with professional development (i.e. developing peer observation protocol) but does not lead the school's approach to professional development.</p> <p>The ILT analyzes student data after each benchmark assessment and identifies action items that need to be addressed. However, we need to do a better job connecting our action items to our Cycles of Learning and monitoring how well those action items have been implemented.</p>	<p><b>2</b></p>
<p><b>Monitoring and adjusting</b> -----&gt;</p>			
<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>ISAT, Scantron, DIBELS/IDEL data is analyzed at the class, grade, and school level. However, the extent that data analysis influences classroom instruction varies throughout the building. We need to make our data analysis more systematic and provide structure and targeted support to teachers.</p>	<p><b>2</b></p>

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<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>We have a school-wide literacy calendar that maps out what teachers should teach related to the Illinois Learning Standards. By unpacking the Common Core State Standards we have begun the process of revising our literacy calendar to map out what teachers should teach related to the Common Core State Standards.</p> <p>In the past, differentiated instruction to meet learner needs was implemented inconsistently. Matching instruction to meet the different needs of learners was one of our strategic levers in our 2011-2012 Theory of Action. Therefore, we have begun a systematic process of implementing differentiated instruction through guided reading and small group instruction.</p>	
	<b>Instructional materials</b> ----->			<b>2</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>All teachers at the same grade level have the same core instructional materials. These core instructional materials are available in both English and Spanish. Additionally, all teachers have access to standards-aligned supplemental leveled texts in both English and Spanish (fiction and non-fiction).</p> <p>Special education teachers also have the core instructional materials for their grade level and have access to the supplemental leveled texts.</p> <p>How the leveled texts are used varies by classroom and grade level.</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 data is available to the ILT. Classroom data is available to teachers but is not always shared in a systematic way throughout the building.</p> <p>The majority of our assessments are focused on a particular form and may not adequately provide a complete picture of student learning. Modest accommodations and modifications are made for students with disabilities and ELLs. How well assessments are matched, with the standards being assessed, varies throughout the building.</p>	

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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>Learning Walk Data has shown that most instructional activities our students are asked to perform fall between Level 0 and Level 2 on the Depth of Knowledge chart. This indicates that we need to raise the level of instructional rigor.</p> <p>Instruction is often delivered whole-group. However, as a result of implementing our Theory of Action and Learning Cycles, 100% of our teachers use small group differentiated instruction for part of the day.</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>Decision-making related to interventions does not happen at school level. Individual teachers are responsible for implementing and monitoring interventions. Intervention options are often limited making it difficult to find a targeted solution for particular students' needs.</p> <p>Implementing Achieve 3000 in grades 3-8 provides teachers with a versatile resource for fluency and comprehension interventions. Additionally, this year we have piloted using the 95% Group Toolkits with a small group of students in 4th and 5th grades.</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>Our Theory of Action has given us a focus for professional development activities. Our Learning Cycles have enabled us to align professional development to our school-wide priority of differentiating instruction.</p> <p>We need to improve upon creating a logical, cohesive professional development plan that uses our professional development days, staff meetings, cluster level meetings and grade level meetings effectively.</p> <p>We need to develop a system for monitoring the effectiveness of our professional development as it relates to Finkl meeting its student achievement goals.</p>	

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<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>Teachers meet regularly. Teams include general education, special education, bilingual teachers and an ILT member.</p> <p>We do not have protocols or processes in place for team collaboration. We struggle with managing multiple priorities (i.e data analysis, learning cycle work, lesson planning).</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>Our Learning Cycles, cluster level team meetings, and peer observations have begun to systematize our professional development activities. We need to continue to work with our Instructional Support Leaders improve upon our process and develop a more cohesive and comprehensive professional development plan.</p> <p>We do not have a coaching plan that identifies teacher needs. Most coaching takes place informally. Individual teachers seek out other teachers or specialists for coaching in particular areas with which they want assistance.</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>2</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>Our learning walk data indicates that most instructional activities our students are asked to perform fall between Level 0 and Level 2 on the Depth of Knowledge chart. This data indicates that our students are not be prepared for college and career-ready standards. Our work with the Depth of Knowledge Levels has begun the process of instilling school expectations that all students are engaged in rigorous learning activities that support college and career-ready standards.</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>99% of our students with disabilities are engaged in the school community both physically and socially for the majority of their school day. The other 1% of our students with disabilities are engaged in the school community for at least part of the school day.</p> <p>Student surveys indicate that all students have at least 1 staff member, and often times up to 3 staff members, that they are comfortable talking with when the student has an issue or need assistance in resolving a problem.</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>Finkl has a common school-wide approach to discipline that requires all teachers to post their classroom expectations along with consequences and rewards related to those expectations. Teachers and administration have a tiered approach to behavioral interventions in and out of the classroom.</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>3</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>At the beginning of each year the principal meets with the LSC, NCLB, and Bilingual parent committees to explain the school report card and its relevance to their children.</p> <p>This year the principal held follow up meetings to discuss our Theory of Action and Learning Cycle work.</p> <p>Every summer the principal meets individually with 7th and 8th grade students and their parents to discuss their grades, standardized assessment data, and high school options.</p> <p>This year we held parent-teacher conferences for the second report card as well as the first and third report cards.</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 send home weekly folders that contain student work and communication with regards to student progress on class assignments, homework, and behavior.</p>	
	<b>Bonding</b> ----->			<b>2</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>Parent attendance at our Bilingual and NCLB parent meetings averages between 10-15 parents every meeting.</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>2</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>	School staff regularly contacts parents through notes home, phone calls, and meeting with parents before and after school. School staff performs 1-2 home visits per year. Most school staff rely on the counselor to collaborate with social service agencies.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</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>	Through our partnership with DePaul some students have early exposure to experiences and information regarding college and careers. However, this program serves a small number of students and is not implemented every year.	
<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>	Support for college and career planning is provided to all 8th grade students via high school selection. Our counselor and 8th grade teachers have a structured process where multiple high schools give presentations to our 8th grade students in order to help them make informed decisions around high school selection.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>2</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>	Extracurricular activities exist but are primarily target 6th - 8th grade students. Students who ride the bus are usually unable to participate in extracurricular activities because of transportation issues.		

## 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>	8th grade students participate in EXPLORE testing.	
	<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>	N/A	
	<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>	We work to ensure effective transitions into Kindergarten and the benchmark grades. Our counselor and 8th grade teachers provide 8th grade students with a variety of information regarding high school options. Our team works one-on-one with students to assist them with their high school applications and selection.	



## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	<b>Use of Discretionary Resources</b> ----->			3
	<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>In the past most of our discretionary funding has been used to buy teacher positions to reduce class size. We have partnered with CBRE for the past three years. CBRE provides us with an additional \$15,000 - \$20,000 in funding yearly.</p> <p>Our 2012-2013 budget supports our strategic priorities by funding instructional bundles and planning time for teachers that will enable them to develop unit plans that align with the CCSS. Additionally, our 2012-2013 budget funds a Bilingual Lead Coach to assist with raising student achievement among our ELL and transition students. Lastly, our 2012-2013 budget funds additional special teachers (music &amp; library) to support implementation of the full school day.</p>	
	<b>Building a Team</b> ----->			2
<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>Hiring is conducted once an expected vacancy is identified. Applicants are interviewed using a protocol. Grade level teams are assembled according to their knowledge and expertise.</p>		
<b>Use of Time</b> ----->			3	
<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>We have worked closely with our network to design a "right fit" schedule for students that maximizes their learning time and allows for regular teacher collaboration.</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

It is our mission to prepare our students to become literate, critical thinkers that are prepared for success in high school, college, and careers. This will be accomplished by implementing a challenging curriculum aligned to the common core standards. We will foster academic growth and achievement using best instructional practices.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will use guided reading and small group instruction to meet the different needs of learners in a given classroom.	Our SEF indicates the extent that data analysis influences classroom instruction varies throughout the building. Furthermore our Learning Walk data indicates that differentiated instruction, in the form of guided reading or small group instruction, is implemented throughout the building but at varying levels. Scantron data indicates that 59% of 3rd - 5th graders and 61% of 6th - 8th graders are making their growth targets in Reading. Scantron data indicates that 52% of 3rd - 5th graders and 57% of 6th - 8th graders are making their growth targets in Math. By matching instruction to meet the different needs of learners, teachers will increase the percent of students making their growth targets.
2	Teachers will develop rigorous performance assessments and curricula that align with the Common Core State Standards.	Learning Walk data has shown that most instructional activities our students are asked to perform fall between Level 0 and Level 2 on the Depth of Knowledge chart. Scantron data indicates that 32% of 3rd - 5th graders and 42% of 6th - 8th graders are at or above grade level in Reading. Scantron data indicates that 35% of 3rd - 5th graders and 63% of 6th - 8th graders are at or above grade level in Math. By being more thoughtful in planning our instructional activities we can increase the percent of students performing at grade level.
3	Teachers will calibrate their use of the Depth of Knowledge Chart to consistently and objectively judge student performance and product.	Our peer observation data indicates that as a staff we need to develop a common understanding of the levels of the Depth of Knowledge Chart. By creating a common understanding of the depth of student thinking required for each DOK level we will be able to raise the level of rigor school-wide.
4	Optional	
5	Optional	



### Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers will use guided reading and small group instruction to meet the different needs of learners in a given classroom.	Our SEF indicates the extent that data analysis influences classroom instruction varies throughout the building. Furthermore our Learning Walk data indicates that differentiated instruction, in the form of guided reading or small group instruction, is implemented throughout the building but at varying levels. Scantron data indicates that 59% of 3rd - 5th graders and 61% of 6th - 8th graders are making their growth targets in Reading. Scantron

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
LLT & Teacher Leaders deliver professional development on the six components of a guided reading lesson	ILT/ Teacher Teams	All	LLT / Teacher Leaders	Quarter 1	Quarter 1		
Teacher leaders deliver professional development using exemplar guided reading lessons	ILT/ Teacher Teams	All	LLT / Teacher Leaders	Quarter 1	Quarter 1		
Teachers attend Network Pedagogy Classes on Guided Reading	Professional Development	All	Teacher Teams	On-going	On-going		
Conduct teacher observations in all grade-levels for each of the six components of a guided reading lesson.	Instruction	All	Teacher Teams / Administration	On-going	On-going		
Conduct an audit of leveled books in classrooms and bookroom.	Instructional Materials	All	LLT / Teacher Teams	Quarter 2	Quarter 4		
Purchase additional leveled books based on audit results	Instructional Materials	All	LLT / Teacher Teams	Quarter 2	Quarter 4		
Develop and implement a uniform system in grades 3-8 that accurately matches students to the Fountas & Pinnell leveling system	Instruction	All	ILT	Quarter 1	Quarter 1		
Teacher teams level classroom libraries throughout the building.	Instructional Materials	All	Teacher Teams	Quarter 3	Quarter 4		



**Strategic Priority 1**




## Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers will develop rigorous performance assessments and curricula that align with the Common Core State Standards.	Learning Walk data has shown that most instructional activities our students are asked to perform fall between Level 0 and Level 2 on the Depth of Knowledge chart. Scantron data indicates that 32% of 3rd - 5th graders and 42% of 6th - 8th graders are at or above grade level in Reading. Scantron data indicates that 35% of 3rd - 5th graders and 63% of 6th - 8th graders are at or above grade level in Math. By being more thoughtful in planning

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher Leaders attend PLVN Summer Institute	Professional Development	All	Teacher Leaders	Summer 2012	Summer 2012		
Teacher Leaders plan professional development on unit development to each grade level	Professional Development	All	Teacher Leaders / LLT	Summer 2012	Summer 2012		
Teacher Leaders deliver professional development on unit development to each grade level	ILT/ Teacher Teams	All	Teacher Leaders / LLT	Summer 2012	Summer 2012		
Grade-level teams develop performance assessments and units	Instruction	All	Teacher Teams	Summer 2012	Summer 2012		
ILT provides feedback on grade-level performance assessments and units	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1		
Grade-level teams conduct audit of existing texts aligned to CCSS in classrooms and bookroom	Instructional Materials	All	Teacher Teams	Summer 2012	On-going		
Reorganize leveled bookroom according to Literature and Information text. Organize informational	Instructional Materials	All	Bookroom Committee	Summer 2012	On-going		
ILT develops protocol for staff to provide feedback to grade-level teams	Professional Development	All	ILT	Quarter 1	Quarter 1		
Grade-level teams present performance assessments and units to staff	Professional Development	All	Teacher Teams	Quarter 1	Quarter 1		
BLT delivers professional development on instructional strategies and accommodations for ELLS	Professional Development	English Language Learners	BLT	Quarter 1	On-going		
SPED teachers deliver professional development on accommodations / modifications for SPED students	Professional Development	Students With Disabilities	Teacher Teams	Quarter 1	On-going		



**Strategic Priority 2**




### Strategic Priority 3

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

Strategic Priority Description	Rationale
#REF!	Teachers will calibrate their use of the Depth of Knowledge Chart to consistently and objectively judge student performance and product.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Select grade-level lessons for professional discussions	ILT/ Teacher Teams	All	LLT / Teacher Teams	Quarter 1	Quarter 1		
Analyze lessons using the DOK until grade-level teams have rater reliability	ILT/ Teacher Teams	All	LLT / Teacher Teams	Quarter 1	Quarter 1		
Grade-level teams analyze peer lessons using Critical Friend protocol in order to determine DOK level	ILT/ Teacher Teams	All	LLT / Teacher Teams	Quarter 2	On-going		
Grade-level teams brainstorm ways to modify lessons in order to increase the DOK level	ILT/ Teacher Teams	All	LLT / Teacher Teams	On-going	On-going		



Strategic Priority 3

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### Strategic Priority 4

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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

### Strategic Priority 5

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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