# CIWP

**2012-2014 Continuous Improvement Work Plan**

**Bret Harte Elementary School**

Burnham Park Elementary Network

1556 E 56th St Chicago, IL 60637

ISBE ID: 150162990252244

School ID: 609969

Oracle ID: 23561

CHICAGO PUBLIC SCHOOLS | CPS
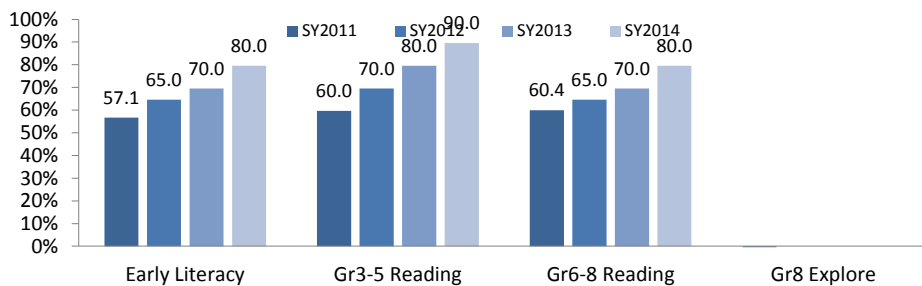
## Mission Statement

Our mission is to prepare all students for college and career readiness. We are committed to meeting the needs of all students through enrichment and intervention supports. We will provide a safe and supportive environment that promotes academic excellence, reflection, responsibility for self and community, and respect for diversity.
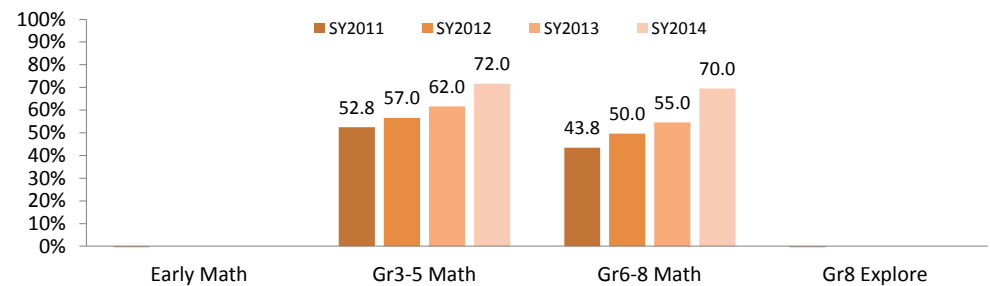
## Strategic Priorities

1. Teachers at all grade levels must plan and implement rigourous and relevent instruction to ensure that all students are on a pathway towards college and career readiness.

2. Provide reading and mathematics interventions/enrichments to all students indentified through assessments (NWEA, STEP) and progress monitor on an continuous basis to assist students in meeting their individual learning targets during extended day block.

3. Implement a school-wide behaviorial support program for all students. Social and emotional supports will be provided for Tier II and Tier III to reduce disruptions, improve attendance and raise academic achievement.

## School Performance Goals

### Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Literacy: 57.1, 65.0, 70.0, 80.0
- Gr3-5 Reading: 60.0, 70.0, 80.0, 90.0
- Gr6-8 Reading: 60.4, 65.0, 70.0, 80.0
- Gr8 Explore:

### Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Math:
- Gr3-5 Math: 52.8, 57.0, 62.0, 72.0
- Gr6-8 Math: 43.8, 50.0, 55.0, 70.0
- Gr8 Explore:

Date Stamp November 22, 2012

# CIWP

## Continuous Improvement Work Plan
## 2012 - 2014

CHICAGO PUBLIC SCHOOLS | CPS

### Overview

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

### School Name

| To get started, please select your school's name from the drop down list: | Bret Harte 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 |
| --- | --- |
| Shenethe Parks | Principal |
| Bernadette Glover | Assistant Principal |
| Dawn Evans | Lead/ Resource Teacher |
| Sandra Summers | Lead/ Resource Teacher |
| Carolyn Jones | Counselor/Case Manager |
| Kimberly Denton | Special Education Faculty |
| Nikira Richmond | Parent/ Guardian |
| Juleon Meredith | Parent/ Guardian |
| | |
| | |
| | |
| | |

## Elementary Goal Setting

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

## Academic Achievement

| Pre-K - 2nd Grade | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|---|---|---|---|---|
| **Early Literacy** % of students at Benchmark on DIBELS, IDEL | 57.1 | 65.0 | 70.0 | 80.0 | **Early Math** % of students at Benchmark on mClass | NDA | | | |

### 3rd - 5th Grade

| | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level Performance - Reading** % of students at or above grade level on Scantron/NWEA | 60.0 | 70.0 | 80.0 | 90.0 | **Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA | 52.8 | 57.0 | 62.0 | 72.0 |
| **Keeping Pace - Reading** % of students making growth targets on Scantron/NWEA | 66.1 | 68.0 | 70.0 | 73.0 | **Keeping Pace - Math** % of students making growth targets on Scantron/NWEA | 60.8 | 65.0 | 68.0 | 70.0 |

### 6th - 8th Grade

| | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level Performance - Reading** % of students at or above grade level on Scantron/NWEA | 60.4 | 65.0 | 70.0 | 80.0 | **Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA | 43.8 | 50.0 | 55.0 | 70.0 |
| **Keeping Pace - Reading** % of students making growth targets on Scantron/NWEA | 64.6 | 65.0 | 68.0 | 70.0 | **Keeping Pace - Math** % of students making growth targets on Scantron/NWEA | 60.4 | 65.0 | 68.0 | 70.0 |

### 8th Grade

| | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|---|---|---|---|---|
| **Explore - Reading** % of students at college readiness benchmark | NDA | | | | **Explore - Math** % of students at college readiness benchmark | NDA | | | |

## 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.

# Climate & Culture

| All Grades | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal | | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|---|---|---|---|---|
| Attendance Rate<br>Average daily attendance rate | 94.2 | 95.5 | 96.0 | 97.0 | **Misconducts**<br>Rate of Misconducts (any) per 100 | 17.9 | 15.0 | 13.0 | 10.0 |

# State Assessment

| All Grades<br>% Meets & Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal | All Grades<br>% Exceeds | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|---|---|---|---|---|
| **ISAT - Reading**<br>% of students meeting or exceeding state standards | 77.5 | 80.0 | 85.0 | 90.0 | **ISAT - Reading**<br>% of students exceeding state standards | 21.9 | 26.0 | 30.0 | 35.0 |
| **ISAT - Mathematics**<br>% of students meeting or exceeding state standards | 88.2 | 90.0 | 93.0 | 95.0 | **ISAT - Mathematics**<br>% of students exceeding state standards | 27.5 | 30.0 | 35.0 | 40.0 |
| **ISAT - Science**<br>% of students meeting or exceeding state standards | 60.5 | 70.0 | 75.0 | 80.0 | **ISAT - Science**<br>% of students exceeding state standards | 11.6 | 25.0 | 30.0 | 35.0 |

## 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 |
|---|---|---|---|---|
| **DIMENSION 1: Leadership** | ***Goals and theory of action*** | ------------------------------------------------------------------------------------------------------> | | **3** |
| | • The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.<br>• The school has a plan but may have too many competing priorities. | • The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.<br>• The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. | The NWEA is used to determine growth targets for individual students throughout the school year. The school is working towards establishing a clear theory of action that outlines three priorities (Instruction, Intervention and Culture & Climate). The effectiveness of the priorites and the impact it will have on all students academic achievement will be determined based on the full implementation of all programs with fidelity. | |
| | ***Principal Leadership*** | ------------------------------------------------------------------------------------------------------> | | **2** |
| | • 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.<br>• Principal monitors instructional practice for teacher evaluations.<br>• School-wide or class specific vision is not consistently focused on college and career readiness..<br>• Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. | • Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership<br>• Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.<br>• 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.<br>• Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. | Professional learning is organized based on the department grade level needs. Principal monitors instructional practice for teacher evaluations. Our current vision has been revised to focus on the college and career readiness and the school's three priorities. Information regarding the school mission and performance is presentated to the parents at the Open House at the start of the school year. Family and community events will be based on the new focus and the responses from the My Voice, My School survey. The survey indicates that 47% of the parents feel engaged. The principal will create a system for empowering families and communities through the accurate information on the school performance, clarity on student learning goals and opportunities for involvement. | |

Date Stamp November 22, 2012

## School Effectiveness Framework

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

| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Teacher Leadership* | --------------------------------------------------------------------------------------> | | **3** |
| • A core group of teachers performs nearly all leadership duties in the school.<br>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.<br>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. | • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):<br>-ILT membership<br>-Grade/Course team lead<br>- RtI team<br>-Committee chair or membership<br>-Mentor teacher<br>-Curriculum team<br>-Coach<br>-Family liaison<br>-Data team<br>-Bilingual lead<br>-SIPAAA/CWIP team<br>-Union representative<br>-Grant writer<br>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings<br>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | Teachers are provided the opportunity to perform leadership duties. Currently, leadership roles have been established through the ILT team, RTI team, Bilingual Lead, CIWP team and Union representative. Each teacher has equity of voice in grade, ILT and staff meetings. Each teacher is encouraged to share their learning about effective practice from PD. | |

Date Stamp November 22, 2012

## School Effectiveness Framework

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

| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| **Instructional Leadership Team (ILT)** | ------------------------------------------------------------------------------------> | | **2** |
| • 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.<br>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.<br>• 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.<br>• ILT engages in changes to practice in response to voiced concerns.<br>• ILT analyzes student test data if new data is available. | • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.<br>• The ILT leads the  work of improving teaching and learning school-wide<br>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.<br>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.<br>• 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.<br>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly | The ILT team is assembled based on the combination of the knowledge and expertise needed to make decisions for all staff and students.<br>The ILT engages in regular reflection upon its own team processes, effectiveness and takes actions to improve its functioning and progress towards school-wide goals.<br>The ILT regularly analyzes student data. Our goal is to analyze qualitative and quantitative data to monitor academic progress of our students. | |
| **Monitoring and adjusting** | ------------------------------------------------------------------------------------> | | **2** |
| • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available.  Analysis may lead to instructional practice. | • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. | Data for district assessments are analyzed at the school level as reports are made available. Analysis leads to instruction practice. | |

Date Stamp November 22, 2012

## School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 2: Core Instruction** | **Curriculum** | ------------------------------------------------------------------------------------> | | **2** |
| | • Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.<br>• Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.<br>• Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.<br>• Short- and long-term plans do not consistently differentiate by learner need. | • Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.<br>• Each grade level or course team develops/uses common units of instruction aligned to the standards.<br>• 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.<br>• 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. | Curricular pacing is most often determined by the pacing set forth in the instructional materials and/or by the grade level teacher.<br>Text used for instruction exposes students to grade-appropriate complexity and is 50% focused on fiction and 50% focused on non-fiction.<br>Each teacher develops his/her own units of instruction based upon the instructional materials, standards and historical/cultural events. Based upon the feedback provided from the My School, My Voice survey, we received 76% on ambitious instruction. Our target is to increase the level or rigor, relevance and clear but challenging instruction that engages all students. | |
| | **Instructional materials** | ------------------------------------------------------------------------------------> | | **4** |
| | • 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.<br>• Instructional materials support a general curriculum with little differentiation for student learning need. | • Each grade level or course team has a set of instructional materials that are aligned with standards.<br>• Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). | Each grade level has a set of instructional materials that are aligned with the standards.<br>Supplemental materials are utlized to assist with students with disibilities and language proficiency. | |

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

## 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 |
|---|---|---|---|
| *Assessment* | ------------------------------------------------------------------------------------> | | **2** |
| • 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.<br>• 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.<br>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.<br>• Most assessments are designed to be identical for all students, without accommodation for learner need. | • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.<br>• 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.<br>• 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).<br>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. | School-wide, teacher team and classroom data is organized and available to all immediately after each assessment.<br>Each grade level team administers the required district assessments. Assessments accommodations and modifications are in place to ensure that students with disabilities and ELL's are able to appropriately demonstrate their knowledge and skills. | |

Date Stamp November 22, 2012

## School Effectiveness Framework

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

| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Instruction* | --------------------------------------------------------------------------------> | | **2** |
| • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.<br>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.<br>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.<br>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.<br>• Formative assessment during instruction is used occasionally or inconsistently between teachers. | • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.<br>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.<br>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.<br>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.<br>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. | Communication of the learning objectives are aligned to the standards.<br>Questioning is more heavily aimed at assessing basic student understanding and comprehension.<br>Sequencing of lessons are primarily driven by the pacing suggested through instructional materials and based upon the needs of the students needs.<br>Instruction is most often delivered whole group with few opportunities for scaffolding learning. Students are provided with structured time for student groupings to instruct students at their level.<br>Formative assessments during instructions are used to monitor student progress and check for understanding of student learning. | |

## 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 |
|---|---|---|---|
| *Intervention* | ------------------------------------------------------------------------------------------> | | **3** |
| • Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. | • The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.<br>• The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.<br>• 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.<br>• 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<br>• Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. | Students are identified to receive academic interventions based upon a systematic approach to administering screening assessments. Intervention are closely monitored at the ILT, teacher team and individual team level so that adjustments can be made at least every 6 - 8 weeks.<br>Interventions at the elementary level include in-class supports, small group instruction and RTI blocks. | |
| *Whole staff professional development* | ------------------------------------------------------------------------------------------> | | **3** |
| • Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.<br>• Quality, effectiveness or relevance of professional development is not monitored. | • The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.<br>• The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).<br>• School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. | The professional development plans are focused on the school-wide priorities and initiatives.<br>Feedback and exit slips are provided to determine the effectiveness and relevance to the instructional practice and professional growth. | |

**Professional Learning**

Date Stamp November 22, 2012

## School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 3:** | *Grade-level and/or course teams* | ------------------------------------------------------------------------------------> | | **2** |
| | • Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.<br>• Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.<br>• Ownership for student learning results lies primarily with individual teachers.<br>• 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.<br>• There are meeting agendas, but no clear protocols or norms for discussion. | • Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.<br>• Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.<br>• Teacher teams share ownership for results in student learning.<br>• Teams are inclusive of general education, special education, bilingual teachers and other specialists.<br>• Teams are supported by an ILT member, team leader, or "expert", as appropriate.<br>• Teachers have protocols or processes in place for team collaboration. | Teachers meet regularly.  The meetings are focused on a mix of activities - planning and data analysis.<br>Teachers have  protocols in  place for team collaboration.<br>Planning occurs with the special education team only at specific grade levels based upon the schedule. | |
| | *Instructional coaching* | ------------------------------------------------------------------------------------> | | **2** |
| | • Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.<br>• Formal support for new teachers comes from district-sponsored induction.<br>• Professional development decisions are not systematized and left to teacher initiative/discretion.<br>• Teachers occasionally receive quality feedback to support individual growth.<br>• Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning. | • Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.<br>• New teachers are provided with effective induction support.<br>• Teachers have individual professional development plans tailored to their needs.<br>• Teachers consistently receive quality feedback that supports their individual growth.<br>• Peer coaching and cross classroom visitation is also used as a form of coaching. | Coaching typically takes place through a focused smaller group of teachers.<br>Peer observation occurrs occasionally.<br>Teachers have professional development opportunities tailored to their individual needs. | |

Date Stamp November 22, 2012

## School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 4:Climate and Culture** | *High expectations & College-going culture* ------------------------------------------------------------------------------> | | | **3** |
| | • Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. | • Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.<br>• The school has developed and is executing an intentional plan to build and maintain a college-going culture.<br>• Every student has opportunities for authentic leadership and student voice | Through the curriculum and outside learning opportunities, students are exposed to various careers and professions which reinforce the college going culture.<br>Students interact with local university students during and after school for mentoring, enrichment, and tutoring which allow them to have authentic experiences with college students.<br>Students demonstrate authentic leadership by assisting staff with school based initiatives and managing student run activities (Event Nights, School Store, Book Fair etc.). | |
| | *Relationships* ------------------------------------------------------------------------------> | | | **2** |
| | • Some students form bonds with adult advocates.<br>• Patterns of interaction between adults and students and among students are inconsistent..<br>• Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.<br>• Student home language and culture is often overlooked. | • All students have an adult advocate who cares about them deeply and supports them in achieving their goals<br>• Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior<br>• Students with disabilities are engaged in the school community, including both physical and social integration.<br>• Students' classroom experiences demonstrate value of home language and culture. | Faculty and staff support the needs of students. They redirect inappropriate behavior and guide students in making better behavioral choices. We are continuously working to stregthen the relationship between male students and male teachers and female students and female teachers. Relating to specific needs of students and understanding students culturally are areas for continuous improvement.<br><br>Students with disabilities are part of the entire school community, they learn alongside and interact with all of their peers. | |
| | *Behavior& Safety* ------------------------------------------------------------------------------> | | | **3** |
| | • Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.<br>• School environment occasionally leads to situations un-conducive to learning. | • The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.<br>• Staff establishes and maintains a safe, welcoming school environment. | School-wide expectations are established and reinforced through P.B.I.S. Students are rewarded for demonstrating respect, responsibility, and safety. Currently, 63% of students report feeling safe at school while 77% indicated a supportive environment.The school will move forward to implement Tier 2 and Tier 3 interventions to continuously build positive behavior. | |

Date Stamp November 22, 2012

## School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 5: Family and Community Engagement** | ***Expectations*** | ------------------------------------------------------------------------------------> | | **2** |
| | • Principal provides information to families on school performance in response to parent requests.<br>• Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.<br>• Families can learn about the transition process if they reach out to the school for information. | • Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.<br>• 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.<br>• Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. | The entire school community attends the back to school event and open house where families are informed of the school's progress and new initiatives.  Teachers provide clear information for families on what students are expected to achieve.  As students transition to middle school, parents are informed through writing, school visits, and open house events to learn about school choice options. | |
| | ***Ongoing communication*** | ------------------------------------------------------------------------------------> | | **3** |
| | • Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. | • Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. | Parents attend sessions with classroom teachers where student learning expectations are communicated and reviewed.  Throughout the school year, teachers communicate with parents through agenda notebooks, conferences, newsletters, phone calls, parent portal, and other modes of dialogue. | |
| | ***Bonding*** | ------------------------------------------------------------------------------------> | | **2** |
| | • The school has a business-like atmosphere.<br>• School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | • The school establishes and non-threatening, welcoming environment.<br>• The principal leads the work to empower and motivate families and community to become engaged.<br>• School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | The principal engages with families to increase participation in family nights, parent meetings, and fundraising acitivities.  The school staff invites families to attend student performances, exhibitions and assemblies throughout the school year.  Family nights provide opportunities for the school community to participate in events strengthen the home and school connection. | |

Date Stamp November 22, 2012

## School Effectiveness Framework

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

**N 6: College and Career Readiness Supports**

| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Specialized support* ------------------------------------------------------------------------------------> | | | 2 |
| • School provides required services to students within the school building/typical school hours. | • School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. | The counseling staff provide resources to families.  Information tailored to the specific needs of family members is an area identified for continuous improvement. | |
| *College & Career Exploration and election* ------------------------------------------------------------------------------------> | | | 1 |
| • Information about college or career choices is provided. | • The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. | Information about college and career choices are displayed in the main entrance to increase awareness of higher learning institutions. | |
| *Academic Planning* ------------------------------------------------------------------------------------> | | | 2 |
| • Support for college and career planning is provided for some students.  Information and opportunities to explore paths of interest are limited.<br>• The school encourages high performing students to plan on taking advanced courses. | • The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.<br>• (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. | Information and opportunites to explore paths of interest are limited.<br>The school encourages all students to plan, participate and performance in ther aspirations and goals. | |
| *Enrichment & Extracurricular Engagement* ------------------------------------------------------------------------------------> | | | 4 |
| • Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. | • The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. | The school ensures equitable exposure to wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. | |

Date Stamp November 22, 2012

## School Effectiveness Framework

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

| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| **College & Career Assessments** | ---------------------------------------------------------------------------------------> | | **1** |
| • Students do not participate in college and career ready assessments | • The school promotes preparation, participation, and performance in college and career assessments. | Thestudents do not participate in college and career readiness assements. | |
| **College & Career Admissions and Affordability** | ---------------------------------------------------------------------------------------> | | **1** |
| • Students in 11th and 12th grade are provided information on college options , costs and financial aid. | • The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. | The school promotes college and career readiness thorugh a bulletin board that highlights various colleges within our state. The school will move towards providing families with more college options and costs at an earlier grade level so that get make financial plans in a timely manner. | |
| **Transitions** | ---------------------------------------------------------------------------------------> | | **4** |
| • Transitions between key grades provide families with the required minimum paperwork/information. | • The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th.<br>• (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. | The school works to ensure an effective transition for the benchmark grades by hosting parent meetings. A middle school fair is held to educate the 5th / 6th grade students regarding the middle school selection process. Schools are invited to attend to highlight their curriculum and programs. | |

DIMENSIO

Date Stamp November 22, 2012

## School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| | *Use of Discretionary Resources* | ----------------------------------------------------------------------------------------> | | **4** |
| **DIMENSION 7: Resource Alignment** | • School discretionary funding is inconsistently aligned to identified needs and priorities.<br>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.<br>• Funding of non-priority initiatives is common throughout the year. | • School allocates discretionary spending to align with identified needs and strategic priorities.<br>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.<br>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. | School allocates descretionary spending to align with identified needs and strategic and strategic priorities. School actively pursues outside funding opportunities for community partnerships to help with the students and staff needs. The school maintains the focus on the use of resources for student achievement growth. | |
| | *Building a Team* | ----------------------------------------------------------------------------------------> | | **4** |
| | • Hiring is conducted after a vacancy or expected vacancy is identified.<br>• All or nearly all applicants have little to no prior connection to the school.<br>• 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.<br>• Grade/course teams are not intentionally designed. | • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.<br>• School actively works to build a pool of potential staff members through internships and part-time work.<br>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.<br>• Grade/course teams are assembled to include the needed combination of knowledge and expertise. | The hiring process is conducted after a vacancy or anticipated vacancy is identified based upon the assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships with Michigan State University and the University of Chicago and other surrounding univerisities. A tiered interview process includes a protocol for questioning and classrooom lesson and management demonstration to assess each candidates experience, philosophy and passion. | |
| | *Use of Time* | ----------------------------------------------------------------------------------------> | | **4** |
| | • School schedule is designed based on number of minutes per subject or course.<br>• Teacher collaboration time is limited or occurs only before/after school.<br>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. | • School designs a "right fit" schedule based on student needs and school-wide growth goals.<br>• The school schedule allows for regular, meaningful collaboration in teacher teams.<br>• Struggling students receive structured intervention in dedicated blocks. | Bret Harte School provides a scheduled block which allows a regular, meaningful collaboration twice a week for the the teacher teams. Students that are not demonstrating academic success receive targeted instruction during the intervention blocks. | |

Date Stamp November 22, 2012

## Mission & Strategic Priorities

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

## Mission Statement

Our mission is to prepare all students for college and career readiness. We are committed to meeting the needs of all students through enrichment and intervention supports. We will provide a safe and supportive environment that promotes academic excellence, reflection, responsibility for self and community, and respect for diversity.

## Strategic Priorities

| # | **Priority Description**: Write in the description of your priority. | **Rationale:** Write in your rationale (see instructions for guiding questions). |
|---|---|---|
| 1 | Teachers at all grade levels must plan and implement rigourous and relevent instruction to ensure that all students are on a pathway towards college and career readiness. | The teachers will receive extensive training that will impact instruction by unpacking the standards in the CCSS and implementing effective instructional practices at a rigorous level. |
| 2 | Provide reading and mathematics interventions/enrichments to all students indentified through assessments (NWEA, STEP) and progress monitor on an continuous basis to assist students in meeting their individual learning targets during extended day block. | Based upon the 40% average of students not meeting growth targets on NWEA. This priority will impact student achievement for all learners through the use Response To Invtervention (RTI) provided with the additional instructional minutes at their level and opportunities to reach the next level of growth development. |
| 3 | Implement a school-wide behaviorial support program for all students. Social and emotional supports will be provided for Tier II and Tier III to reduce disruptions, improve attendance and raise academic achievement. | A safe and nurturing environment is a major priority. 64% of the students feel safe and feels that the school successfully manages behavior. PBIS will provide incentives to promote positive behavior and maintain a safe and welcoming school. |
| 4 | | |
| 5 | | |

## Strategic Priority 1

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

| Strategic Priority Description | Rationale |
|---|---|
| Teachers at all grade levels must plan and implement rigourous and relevent instruction to ensure that all students are on a pathway towards college and career readiness. | The teachers will receive extensive training that will impact instruction by unpacking the standards in the CCSS and implementing effective instructional practices at a rigorous level. |

## Action Plan                                           Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| Professional Development on the CCSS / unpacking the standards and applying the shifts to current instructional practices | Professional Development | All | ILT | On-going | On-going | | |
| Teacher collaboration and planning of rigorous lessons | ILT/ Teacher Teams | All | ILT | Summer 2012 | On-going | | |
| Teacher collaboration on student assessments | ILT/ Teacher Teams | All | ILT | On-going | On-going | | |
| Analyze assessment data to determine next steps for instruction. | ILT/ Teacher Teams | All | ILT | On-going | On-going | | |
| Peer observations | ILT/ Teacher Teams | All | ILT | Quarter 1 | Quarter 4 | | |
| Purchase and select materials to support informational text and text complexity in CCSS | ILT/ Teacher Teams | All | ILT | Summer 2012 | Quarter 4 | | |
| Demonstrate evidence of achieving full implementation of the School Effectiveness Framework. | ILT/ Teacher Teams | All | ILT | On-going | On-going | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

## Strategic Priority 1

Date Stamp November 22, 2012

## Strategic Priority 2

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

| Strategic Priority Description | Rationale |
|---|---|
| Provide reading and mathematics interventions/enrichments to all students indentified through assessments (NWEA, STEP) and progress monitor on an continuous basis to assist students in meeting their individual learning targets during extended day block. | Based upon the 40% average of students not meeting growth targets on NWEA. This priority will impact student achievement for all learners through the use Response To Invtervention (RTI) provided with the additional instructional minutes at their level and opportunities to reach the next level of growth development. |

## Action Plan                                                    Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| Identify students for initial intervention/enrichments groups | ILT/ Teacher Teams | All | Principal | Quarter 1 | On-going | | |
| Purchase LLI / BAS kits | Instructional Materials | All | Principal | Summer 2012 | Quarter 1 | | |
| Teachers meet to develop instructional plans for intervention/ enrichment groups | Instruction | All | Principal/AP | On-going | On-going | | |
| Progress monitoring using STEP and NWEA data | Instruction | All | Teachers | Quarter 1 | On-going | | |
| Flexible grouping - adjust student groups on a as needed basis. | ILT/ Teacher Teams | All | ILT | On-going | On-going | | |
| Provide extra support through the use of tutors | Staffing | All | Principal /AP | Quarter 1 | Quarter 4 | | |
| Purchase novels and supplemental materials for the enrichment groups. | Instructional Materials | All | Prin/AP | Summer 2012 | Quarter 1 | | |
| Utilize block period for walking reading and math intervention/enrichment | Instruction | All | Teachers | Quarter 1 | Quarter 4 | | |
| Provide professional development for instructional strategies for all students. | Professional Development | All | Prin/AP/ILT | On-going | On-going | | |
| Utilize STMath, Study Island, Accelerated Math, to reinforce skills | Equipment/ Technology | All | AP | Quarter 1 | Quarter 4 | | |
| Purchase instructional supplies to support instruction | Supplies | All | Prin/Teachers | On-going | 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 |
|---|---|
| Implement a school-wide behaviorial support program for all students. Social and emotional supports will be provided for Tier II and Tier III to reduce disruptions, improve attendance and raise academic achievement. | A safe and nurturing environment is a major priority. 64% of the students feel safe and feels that the school successfully manages behavior. PBIS will provide incentives to promote positive behavior and maintain a safe and welcoming school. |

## Action Plan                                                        Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| Provide weekly incentives to visit the school store | ILT/ Teacher Teams | All | Prin/AP | On-going | On-going | | |
| Provide cultural exposure through assemblies, field trips and school visits | ILT/ Teacher Teams | All | Prin/AP/Teachers | Quarter 1 | Quarter 4 | | |
| Provide bullying prevention  assemblies | ILT/ Teacher Teams | All | Prin/AP/Teachers | Quarter 1 | Quarter 4 | | |
| Plan and Supervise PBIS field trips | ILT/ Teacher Teams | All | Staff | Quarter 1 | Quarter 4 | | |
| Monthly incentive for intermediate students | ILT/ Teacher Teams | All | Teachers | Quarter 1 | Quarter 4 | | |
| Implement school-wide expectations in designated locations. | ILT/ Teacher Teams | All | Prin/AP | On-going | On-going | | |
| Implement classroom monitoring for initermediate students | ILT/ Teacher Teams | All | Prin/AP | Quarter 1 | Quarter 4 | | |

**2012-2014 Continuous Improvement Work Plan**

**Bret Harte Elementary School**

## 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 |
|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

Date Stamp November 22, 2012

## 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 |
|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |