



2012-2014 Continuous Improvement Work Plan

Helen M Hefferan Elementary School

Garfield-Humboldt Elementary Network

4409 W Wilcox St Chicago, IL 60624

ISBE ID: 150162990252257

School ID: 609985

Oracle ID: 23711



Mission Statement

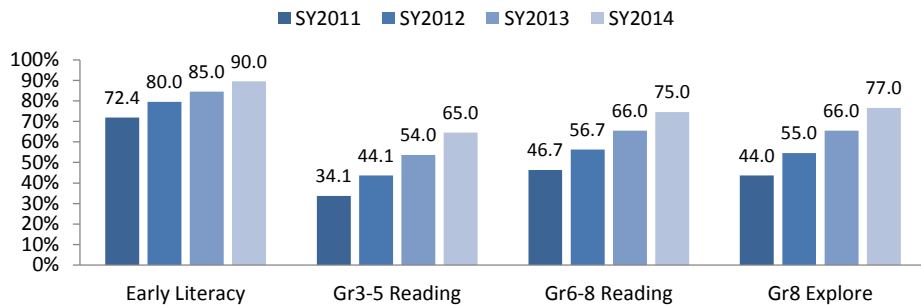
We believe our students will learn at the highest levels when provided with a challenging, flexible program that supports standards based instruction through a variety of learning strategies. We provide highly qualified teachers and educational support staff, a rigorous instructional program rich with professional development and extra curricula activities that involve community members, external partners, and other stakeholders.

Strategic Priorities

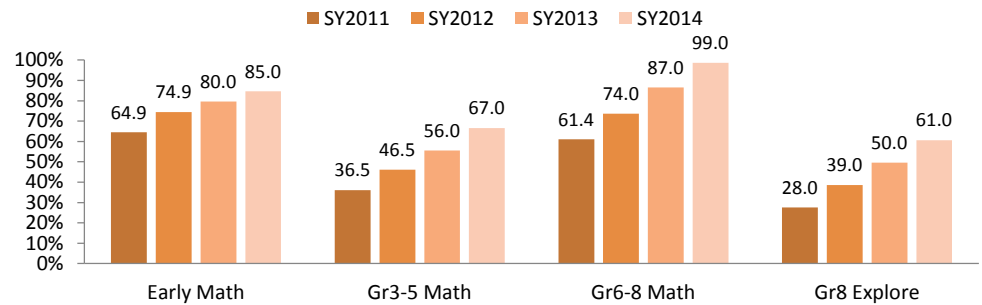
1. Build teacher's knowledge of the development, implementation and refinement of instructional practices aligned to CCSS for Reading.
2. Build teacher's knowledge of the development, implementation and refinement of instructional practices aligned to CCSS for math.
3. Further implement interventions and vary instructional approaches for special education students and students needing additional support in specific skill development as identified by assessment data.
4. Create a continuous improvement cycle focused on school climate and attendance to maximize instructional time and build trusting relationships.
5. Increase science achievement by increasing the reading of informational texts, including science texts.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Helen M Hefferan 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
Jacqueline F. Hearn	Principal
Kimbrea Taylor-Goode	Assistant Principal
Jodi Biancalana	Classroom Teacher
Barbara Garrison	Classroom Teacher
Claretta Hobbs	Classroom Teacher
Lauren Embers	Classroom Teacher
Kimberly Blaney	LSC Member
Elise Porter	LSC Member
Tyrie Thompson	Support Staff
Zena Jenkins	Community 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	
Early Literacy % of students at Benchmark on DIBELS, IDEL	72.4	80.0	85.0	90.0		Early Math % of students at Benchmark on mClass	64.9	74.9	80.0	85.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.1	44.1	54.0	65.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	36.5	46.5	56.0	67.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.7	55.7	65.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	37.3	47.3	57.0	67.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	46.7	56.7	66.0	75.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	61.4	74.0	87.0	99.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.1	61.1	68.0	78.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.6	66.0	71.0	75.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	44.0	55.0	66.0	77.0		Explore - Math % of students at college readiness benchmark	28.0	39.0	50.0	61.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.8	94.0	95.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	13.4	12.4	11.0	10.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	76.7	80.0	85.0	90.0		ISAT - Reading % of students exceeding state standards	19.2	29.2	32.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	78.5	80.0	85.0	90.0		ISAT - Mathematics % of students exceeding state standards	25.6	35.6	38.0	40.0
ISAT - Science % of students meeting or exceeding state standards	79.4	80.0	83.0	85.0		ISAT - Science % of students exceeding state standards	9.5	10.0	12.0	15.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> The school staff reviews student achievement data annually, every 5 weeks and sets clear, measureable goals for student achievement. Teachers engage in annual and 5 week planning ;monitor progress on assessments; customize instruction to reach school-wide, grade level, and classroom priorities and goals. The school leadership team has created a strategic plan that outlines the school's priorities based on data analysis, including reading, math, science, family and learning climate. 	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Principal provides job-embedded professional learning and development through walk-throughs, data conversions, collaborative planning, team meetings, classroom observations and feedback, one-on-one coaching sessions, peer observations and teacher led workshops. Principal/Asst. Principal clarifies a vision for instructional best practices and works with individual staff members to improve teaching and learning; conducts classroom observations to monitor progress and provides feedback and follow-up observations. Principal holds regular staff meetings and communicates verbally and through written correspondence. Conversations based on data guide interventions and supports for students. Students are aware of college readiness because of college pennants, preparation and individual encouragement. Principal meets regularly with LSC and school has parent and community volunteers to support classroom instruction. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • 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"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> *Each teacher is invested in the success of the school through shared leadership in one or more areas, including (but not limited to): -ILT diverse members lead All Staff PD's -Team leaders facilitate grade level meetings -Kindergarten Teacher as mentor teacher -Primary Lead Teachers RTI structure in grades K-6 -Technology Coordinator serves as Family Support Liason -Attendance Coordinator -CIWP Team -Union representative -Student Council Coordinator *Principal has an open door policy and teacher meetings are platforms for colleagues to collaborate. *Teachers are given opportunities to share learning about effective practices during staff meetings from PD or based on teacher expertise and the needs of students. 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> *The school's ILT is assembled based on the combination of knowledge across grade levels and expertise needed to make decisions for students and staff. *The ILT collaborates to analyze data, determine action items and establish and communicate instructional goals for school success. *The ILT guides decisions for professional development for the staff based on the data and student learning needs. *The ILT members meet with teacher team members. Shared leadership develops through data review, collaborative planning and reflection. *The ILT engages in regular reflection upon it's own team processes and effectiveness and discusses actions for improving its functioning and progress towards school-wide goals. The ILT communicates with Teacher Teams. *The ILT meets weekly to analyze data and monitor the implementation of school's plan and effectiveness of strategies for student success. *The ILT meet creates action items based on root causes. 	
Monitoring and adjusting ----->			4
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> *The school holds weekly ILT and Teacher Team meetings to review data, share strategies and reflect on teaching and learning. Instructional strategies are revised based on impact on student performance and targeted support is provided to teachers and students. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> • Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> • Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> *Pacing is aligned to state standards at each grade level for reading, math and science. *Each grade level team uses common instructional resources, such as Study Island and other supplemental materials to support pacing provided by GHN Network and instructional materials. * *Text used for instructional purposes provide students with remediation, additional practice and enrichment. Text needed to meet the needs of advanced students and CCSS quantities of non-fiction text. Achieve 3000 was purchased and provides an integration of technology with state standards. *Students with disabilities have accommodations and modifications provided in IEP's . Special Education resource teacher, support personnel and volunteers also provide targeted instruction during pull-out and push-in learning opportunities. 	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> • Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> • Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> *Each grade level has instructional and supplemental materials for reading and math that are aligned to state standards. *Instructional materials are supportive of students with disabilities, including opportunities for content, process and product adjustments. *Levels adjusted during small group instruction. 	
<p>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.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> *School-wide, teacher team and classroom data is provided to classroom teachers to be placed in Data Binders. Teacher Teams meet regularly to discuss data. Teacher Teams are working towards the use of technology as a more efficient means of accessing data. *Each grade level uses a comprehensive set of assessments to monitor student learning on a frequent basis. Targeted instruction is provided to student groups based on deficit areas. *Assessments consist of multiple choice, short response, extended response and student work. Assessments are aligned with state standards being taught. The following assessments are administered: ARS 17, AMAT, DIBEL, Weekly Assessments, Scantron M-Class, ASWD sight words, Explore, Extended response, reports, Projects, Open ended questions Accommodations and modifications are provided based on individual IEP's and test parameters. 	

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Typical School	Effective School	Evidence	Evaluation
<p><i>Instruction</i> -----></p>			<p>3</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> *Objectives are aligned to state standards and are posted for reading and math and articulated to students with the introduction of skills. *Teachers use low-and high-level questioning techniques that promote student thinking and understanding. *Sequencing of lessons is aligned to Stephanie Harvey's Gradual Release of Responsibility, model of explicit instruction. *Teachers scaffold instruction to ensure all students have access to complex texts and engage in complex tasks. * Teachers check understanding and monitor students' progress during instruction by asking questions and looking at student work. E.g. Graphic organizers and White boards 	

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	Typical School	Effective School	Evidence	Evaluation
	----->			4
	<p>Intervention</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> The school has beginning of the year reading series screening assessments along with ISAT are used to identify students in need of academic intervention. Teachers utilize formative assessments to identify skill gaps and plan remediation, additional practice and enrichment lessons. Formative assessments include: ARS 17, AMAT, DIBELS, mClass Math and Scantron. Interventions include extended learning, guided reading, flexible skill groups, push-in and small group instruction by classroom teachers and support personnel. Interventions are monitored by classroom teachers during weekly Teacher Team meetings. Resource classes align to standards/focus. Action items are discussed and progress towards goals is monitored during weekly Teacher Team meetings. 	
Professional Learning	----->			4
	<p>Whole staff professional development</p> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> Staff Development is developed prior to the start of the school year and disseminated to GHN and Central Office. Staff development is aligned to school-wide priorities and growth goals. Staff is also surveyed to identify topics of need/interest. The GHN Network provides professional development and teachers are encouraged to attend PD. Classroom observation and coaching is provided by administration and GHN Coaches. Classrooms are observed for implementation of ideas and strategies shared during PD. Teachers collaborate, share instructional strategies, lead PD and conduct peer observations. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Teachers collaborate during weekly team meetings to analyze assessment data and share instructional strategies. Teachers regularly discuss progress-monitoring data for students receiving intervention in grades K-6. Ownership for student results lies primarily with individual teachers. Most collaborative Teacher Teams are inclusive of general education and special education teachers. All Teacher Teams are supported by an ILT member who shares instructional strategies from ILT meetings. ILT members meet on a weekly basis to share with grade level teams. Teachers utilize the Teacher Team template as a guide for analyzing student data, discussing successes, weaknesses, causes, action items and implementation of action items to address causes. Skills and weaknesses and strengths are shared among grade levels. 	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> Coaching takes place through informal observations, constructive feedback and follow-up observations. New teachers are supported by mentor teachers at each grade level and administration. Professional development is tailored to the needs of teachers based on teacher requests, observations and student data. Teachers are also encouraged to attend professional development offered by the Network, CPS and morning PD. Teachers consistently receive quality feedback based on classroom observation templates aligned to explicit instruction to support individual growth. Peer coaching, modeling and cross classroom visitation is also used occasionally as a form of coaching. Classroom instruction is monitored by school administrators. 	

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		Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->				3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Staff members reinforce school expectations for all students to aspire to college and career-ready standards. The school community sets ambitious learning goals for all students. We had a Saturday College Bound program for grades 3-8. Students have opportunities to participate in the academic after-school program, Family Focus before and after-school program, Junior Achievement, extracurricular programs and Student Council. 		
	Relationships ----->				3
<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> Many students form bonds with adult advocates in the school. Patterns of interactions between adults and students vary among classrooms in terms of caring, respectful and personalized relationships. We encourage respect, responsibility, and restraint among all students. Students with disabilities are involved in all activities. Students' classroom experiences demonstrate value of culture in some cases. 			
Behavior & Safety ----->				3	
<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently amongst classroom teachers. Classroom expectations and guidelines are posted but inconsistently enforced in a few classrooms. School-wide positive behavior reward program was implemented partially. Non-monetary rewards are needed. Staff establishes and maintains a safe, welcoming school environment by building relationships with students/parents. 			

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance during annual Open House, parent meetings, one-on-one conversations and through news letters. Teachers provide information to parents on the grading system and inform parents of student's progress towards grade level proficiency. Teachers also send progress reports and grade sheets home as needed. School counselor and office personnel provide information to families regarding school choices. 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Most teachers engage in on-going two-way communication with families so they know how their child is doing relative to grade-level expectations and how families can support learning at home. Some teachers communicate with families to learn child's strengths and needs. Teachers communicate with parents via call logs for attendance, and regarding classwork, behavior, grades and progress towards academic goals. 	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> There is evidence of a family and the business of education atmosphere. School staff believe it's their business to increase achievement and enhance development of all students. The school leadership team maintains a focus on goals and results. School staff provides occasional opportunities for families and community to participate in authentic and engaging activities in the school community--like student performances for primary students, Black History Olympiad, awards assemblies and literacy events. 	

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
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> *School provides outreach to families in need of specialized support through Home Hospital, Family Focus, Catholic Charities and Communities in Schools. Students participated in a self-esteem workshop, friendship presentation and field trips to museums with support from Communities in Schools. 	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> *The school provides banners about colleges throughout the building and Junior Achievement and Life Skills programs introduces students to careers. 	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> *The school provides support for student planning, preparation, participation, and performance in their college and career aspirations through a rigorous academic program. *The school provides technology programs, such as Achieve 3000, Study Island, Orchard and Harcourt resources to differentiate instruction to meet the diverse needs of students. *Children have opportunities to visit feeder high schools through shadowing visits. 		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build character, nurture leadership and interests and increase student engagement. (Student Council, Family Focus & sports) 		

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
DIMENSIO	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> *Teachers conduct weekly lessons to prepare students for performance on the college and career ready assessment. 	
	College & Career Admissions and Affordability ----->			2
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> *The school counselor provides families with comprehensive information about high school options. Destination high schools visit the school to share information about their instructional programs with students. 	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> *The school works to ensure effective transistons into Kindergarten, at each "benchmark" grade, and from 8th to 9th. For example, Step Up to K, Step Up to 3rd and support for high school selection for 7th and 8th grade students *Special Ed. Students at age 14, are counseled individually with the question "Where do you see yourself in 4 years and then 4 years from there?" 	

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	Use of Discretionary Resources ----->				3
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> *School allocates discretionary spending to align with identified needs and strategic priorities. *School actively identifies and pursues opportunities for community partnerships to help meet student and staff needs. *School fundraisers have supported student needs. *School maintains focus on use of instructional resources and personnel to enhance student achievement growth and to provide intervention necessary for every student to graduate college and career ready. 		
	Building a Team ----->				3
<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> *Hiring is conducted after a vacancy or expected vacancy is identified. *A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. *Various faculty members participate in the hiring process to interview prospects and observe lessons. *Grade level teachers and educational support staff are selected tand assigned so each grade level includes the needed combination of knowledge and expertise. 			
Use of Time ----->				3	
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> *School designs instructional schedules and intervention schedules based on student needs and school-wide growth goals. *The school schedule allows for weekly, meaningful collaboration among teachers during team meetings. *Struggling students in grades K-6 receive structured intervention in dedicated blocks by educational support personnel, administration and parent volunteers. 			

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

We believe our students will learn at the highest levels when provided with a challenging, flexible program that supports standards based instruction through a variety of learning strategies. We provide highly qualified teachers and educational support staff, a rigorous instructional program rich with professional development and extra curricula activities that involve community members, external partners, and other stakeholders.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Build teacher's knowledge of the development, implementation and refinement of instructional practices aligned to CCSS for Reading.	To provide teachers with the differentiated instructional strategies to ensure student's individual and academic growth towards meeting grade level CCSS and being college and career ready.
2	Build teacher's knowledge of the development, implementation and refinement of instructional practices aligned to CCSS for math.	To provide teachers with the differentiated instructional strategies to ensure student's individual and academic growth towards meeting grade level CCSS and being college and career ready.
3	Further implement interventions and vary instructional approaches for special education students and students needing additional support in specific skill development as identified by assessment data.	Differentiation of instructional strategies will need to be implemented to increase the number of students with special needs who meet or exceed CCSS for their grade level.
4	Create a continuous improvement cycle focused on school climate and attendance to maximize instructional time and build trusting relationships.	To reduce number of absences and increase student engagement.
5	Increase science achievement by increasing the reading of informational texts, including science texts.	To align instruction with NAEP reading framework so that more students can meet requirements of CCSS.

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
Build teacher's knowledge of the development, implementation and refinement of instructional practices aligned to CCSS for Reading.	To provide teachers with the differentiated instructional strategies to ensure student's individual and academic growth towards meeting grade level CCSS and being college and career ready.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Plan rigorous lessons across all grade levels and content areas aligned to CCSS.	Professional Development	All	Administration/ Teachers	Summer 2012			
Achieve 3000, & Study Island - Utilize technology to differentiate instruction.	Equipment/ Technology	All	Administration/ Teachers	Quarter 1			
Provide remediation, additional practice and enrichment opportunities for students.	Instruction	All	Administration/ Teachers	Quarter 1			
Implement more research based instructional strategies to meet needs of a diverse population.	Instruction	All	Administration/ Teachers	Quarter 1			
Explicit teaching of comprehension strategies that align with CCSS.	Instruction	All	Administration/ Teachers	Quarter 1			
Engage students in guided reading and flexible skill groups using instructional materials that provide complexity described by CCSS.	Instructional Materials	All	Administration/ Teachers	Quarter 1			
Ensure there are opportunities for students to read different types of authentic reading materials.	Instruction	All	Administration/ Teachers	Quarter 1			
Provide instructional lessons that increase students' vocabulary.	Instruction	All	Administration/ Teachers	Quarter 1			
Use effective questioning techniques to develop higher-level understanding of CCSS.	ILT/ Teacher Teams	All	Administration/ Teachers	Quarter 1			
Facilitate on-going professional development, based on instructional observations and student data.	Professional Development	All	ILT/Teachers	Quarter 1			
Utilize formal and informal assessments to drive instruction.	Instruction	All	Administration/ Teachers	Quarter 1			
Align instructional resources to CCSS, assessment data and student needs.	Instructional Materials	All	Administration/ ILT /Teachers	Quarter 1			
Identify and create intervention plans for struggling students.	Instruction	Other student group	Administration/ Teachers	Quarter 1			



Strategic Priority 1

Daily phonemic/phonics instruction for primary students.	Instruction	Other student group	Administration/ Teachers	Quarter 1			
Provide professional development on designing assessments, units and lessons aligned to CCSS.	Professional Development	All	Administration/ ILT	Summer 2012			
Provide extended time for reading instruction.	After School/ Extended Day	All	Administration/ Teachers	Quarter 2			

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
Build teacher's knowledge of the development, implementation and refinement of instructional practices aligned to CCSS for math.	To provide teachers with the differentiated instructional strategies to ensure student's individual and academic growth towards meeting grade level CCSS and being college and career ready.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development to improve teaching of instructional strategies for retention of skills.	Professional Development	All	Lead Math Teacher	Quarter 2			
Provide lessons that use problem-solving context to promote understanding of mathematical state standards.	Instruction	All	Administration/ Teachers	Quarter 1			
Teach students essential concepts to meet/exceed math state standards.	ILT/ Teacher Teams	All	Administration/ Teachers	Quarter 1			
Utilize graphic organizers and other interactive vocabulary strategies to teach math terms.	Instruction	All	Administration/ Teachers	Quarter 1			
Provide students with constant review through bell ringers and cumulative review assignments.	Instruction	All	Administration/ Teachers	Quarter 1			
Effective use of variety of math representations- manipulatives, models, graphs, drawings.	Instructional Materials	All	Administration/ Teachers	Quarter 1			
Encourage alternative solution strategies, proof and justification, and challenge ideas to promote understanding.	Instruction	All	Administration/ Teachers	Quarter 2			
Provide students with real world, concrete measurement concepts, e.g. visuals for gram.	Instruction	All	Administration/ Teachers	Quarter 1			
Use rubrics and authentic tasks to engage students in understanding the expectation to achieve proficiency of the objective.	Other	All	Administration/ Teachers	Quarter 1			
Provide evidence of understanding, through analyzing student work and assessments.	Other	All	Administration/ Teachers	Quarter 1			
Build understanding of differentiated math instruction.	Professional Development	All	Lead Math Teacher	Quarter 2			



Strategic Priority 2

Provide multiple ways for students at different levels to access rigorous standards, e.g. various grouping formats	Instruction	All	Administration/ Teachers	Quarter 2			
Utilize technology to support math instruction.	Equipment/ Technology	All	Administration/ Teachers	Quarter 1			
Make explicit charts visible.	Supplies	All	Administration/ Teachers	Quarter 1			
Facilitate on-going professional development, based on instructional observations and student data.	Other	All	ILT/ Lead Teacher	Quarter 1			
Utilize formal and informal assessments to drive instruction.	Other	All	Administration/ Teachers	Quarter 1			
Provide more opportunities for students to write the steps they took to solve a problem.	Instruction	All	Administration/ Teachers	Quarter 1			
Provide extended time for math instruction.	After School/ Extended Day	All	Administration/ Teachers	Quarter 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
Further implement interventions and vary instructional approaches for special education students and students needing additional support in specific skill development as identified by assessment data.	Differentiation of instructional strategies will need to be implemented to increase the number of students with special needs who meet or exceed CCSS for their grade level.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development on accommodations and modifications.	After School/ Extended Day	Students With Disabilities	Special Education Team	Quarter 1			
Use on-going progress monitoring assessments to show progress and make changes to instructional supports and interventions.	Other	Students With Disabilities	Administration/ Teachers	Quarter 1			
Use effective questioning techniques to develop higher-level understanding of standards.	Instruction	Students With Disabilities	Administration/ Teachers	Quarter 1			
Differentiate Instruction	Instructional Materials	Students With Disabilities	Administration/ Teachers	Quarter 2			
Achieve 3000, & Study Island - Utilize technology to differentiate instruction.	Equipment/ Technology	Students With Disabilities	Administration/ Teachers	Quarter 1			
Implement effective co-teaching practices.	Instruction	Students With Disabilities	Special Education / Gen. Ed. Teacher	Quarter 2			
Utilize data from multiple on-going assessments to inform instructional decisions.	Other	Students With Disabilities	Administration/ Teachers	Quarter 1			
Collaborate with general education teachers to develop academic and behavioral interventions.	Professional Development	Students With Disabilities	Special Education / Gen. Ed. Teacher	Quarter 1			
Use peer tutors and various grouping formats.	Instruction	Students With Disabilities	Special Education / Gen. Ed. Teacher	Quarter 1			



Strategic Priority 3

Develop behavior intervention plans for "at risk" students.	Other	Students With Disabilities	Special Education / Gen. Ed. Teacher	Quarter 2			
Provide professional development on differentiated instruction to support teachers with instructional approaches that will help all students master CCSS.	Instruction	All	Special Education / Gen. Ed. Teacher	Quarter 2			



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
Create a continuous improvement cycle focused on school climate and attendance to maximize instructional time and build trusting relationships.	To reduce number of absences and increase student engagement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Automated phone calls on a daily basis	After School/ Extended Day	All	Administration	Quarter 1			
Teachers will make daily calls to parents of absent students.	Parental Involvement	All	Teachers	Quarter 1			
Post weekly classroom percentages.	Supplies	All	Teachers	Quarter 1			
Provide attendance incentives.	Supplies	All	Administration	Quarter 1			
Hold monthly and quarterly celebrations.	Supplies	All	Administration	Quarter 1			
Attendance bulletin board will be visible and updated with monthly perfect attendance.	Supplies	All	Educational Support Personnel	Quarter 1			
Keep current phone numbers in IMPACT.	Equipment/ Technology	All	Clerk	Quarter 2			
Conference with parents of chronic truants.	Parental Involvement	All	Administration	Quarter 1			
Build relationships with truant students and reward improvement.	LSC/ PAC/ PTA	All	Administration/ Teachers	Quarter 2			
Monitor attendance report.	Equipment/ Technology	All	Administration/ Teachers	Quarter 1			
Daily announcements of rooms with perfect attendance.	Other	All	Clerk	Quarter 1			
Recognize students with perfect attendance.	Other	All	Teachers	Quarter 1			
Communicate with students regarding their attendance target and progress towards goal.	Other	All	Teachers	Quarter 2			



Strategic Priority 4



Strategic Priority 5

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

Strategic Priority Description	Rationale
Increase science achievement by increasing the reading of informational texts, including science texts.	To align instruction with NAEP reading framework so that more students can meet requirements of CCSS.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teach the scientific method and display method.	Instruction	All	Teachers	Quarter 1			
Teach science on a daily basis.	Instruction	All	Administration/ Teachers	Quarter 1			
Provide hands-on science experiences	Instructional Materials	All	Administration/ Teachers	Quarter 2			
Science magazines used during reading	Instructional Materials	All	Administration/ Teachers	Quarter 1			
Utilize various vocabulary strategies to teach science vocabulary.	Instruction	All	Administration/ Teachers	Quarter 1			
Use multi-media to support instruction when hands-on not possible, e.g. websites, videos and documentaries.	Equipment/ Technology	All	Administration/ Teachers	Quarter 3			
Field trips exposing all students to natural and physical sciences.	Other	All	Administration/ Teachers	Quarter 2			
Provide explicit charts such as flow charts, diagrams, label pictures and illustrations, etc.	Instructional Materials	All	Administration/ Teachers	Quarter 1			
Teach units aligned with pacing guides.	Instruction	All	Administration/ Teachers	Quarter 1			



Strategic Priority 5
