



2012-2014 Continuous Improvement Work Plan

Charles R Henderson Elementary School

Englewood-Gresham Elementary Network

5650 S Wolcott Ave Chicago, IL 60636

ISBE ID: 150162990252258

School ID: 609986

Oracle ID: 23721



Mission Statement

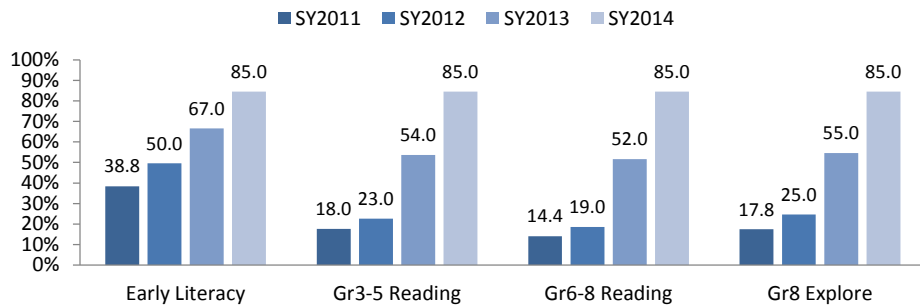
The goal of Henderson Academy is to prepare all students for college and careers, empower them to problem solve through collaboration and to explore their limitless creative potential. Henderson achievers will learn to compete to the best of their ability, as use and exceed common core standards. As students develop critical thinking skills, they will embrace positive self discipline, responsibility, and respectfulness. Students will become technologically proficient, able to successfully navigate and integrate in a global society. The guiding principle at Henderson Academy is delivering high quality instruction daily that focuses on the needs of individual students. Nurturing teachers and staff facilitate student learning by providing rigorous, differentiated, data driven instruction. Teachers and staff complete a community of learners through ongoing professional development, as we build,

Strategic Priorities

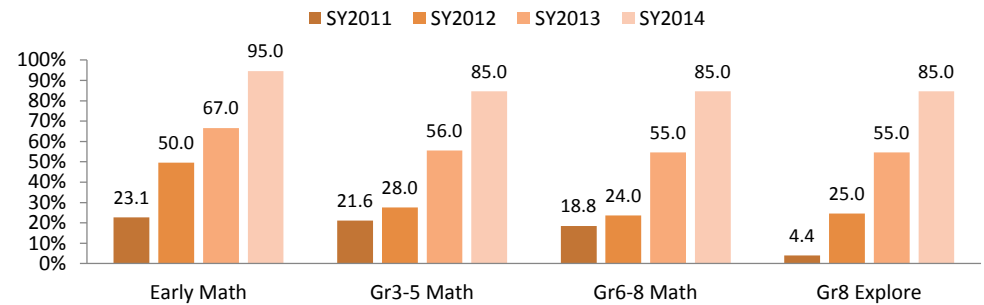
1. Literacy and Technology-While students are building knowlegde and expanding literacy skills, they read, write, think , analyze, and create arguments to justify their ideas and discoveries. Students, having regular practice with complex text, academic vocabulary and increased exposure to informational and non fiction text, will determine and
2. Mathematics and Technology-Mathematics instruction is shifting to include not just math practice, but focuses on development of thinking and deepening understanding. The emphasis is on "how" students determine answers, explore relationships and develop strategies to solve problems. Student use of technology will be key to
3. Science and Technology-Students gain academic language and understanding as they are provided multiple oppourtunities to read, explore, formulate hypothesis, test their thinking, and determine the validity and results of their inquiry. Technology is infused in all levels of student research, analysis and planning.

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:	Charles R Henderson 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
Marvis Jackson-Ivy	Principal
Donald Hudson	Assistant Principal
Dr. Debbie Steel	LSC Member
Tawanda Miller	Lead/ Resource Teacher
Evelyn Frison	Classroom Teacher
Reno Thurmon	Classroom Teacher
Ylonda Ware	Counselor/Case Manager
Lesa Jackson	Classroom Teacher
Audrey Miles	Lead/ Resource Teacher
Kerry Steed	Special Education Faculty
Jamillia Robinson	Classroom Teacher
Turkeesha Cleaves	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	38.8	50.0	67.0	85.0	Early Math % of students at Benchmark on mClass	23.1	50.0	67.0	95.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	18.0	23.0	54.0	85.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	21.6	28.0	56.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.8	55.0	70.0	85.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.9	65.0	75.0	85.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	14.4	19.0	52.0	85.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	18.8	24.0	55.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.3	50.0	67.0	85.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	60.6	65.0	75.0	85.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	17.8	25.0	55.0	85.0	Explore - Math % of students at college readiness benchmark	4.4	25.0	55.0	85.0



Elementary Goal Setting

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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	89.2	91.0	93.0	95.0					
					Misconducts Rate of Misconducts (any) per 100	80.6	65.0	45.0	35.0

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	50.9	67.0	75.0	85.0		ISAT - Reading % of students exceeding state standards	2.6	10.0	17.5	25.5
ISAT - Mathematics % of students meeting or exceeding state standards	55.7	65.0	75.0	85.0		ISAT - Mathematics % of students exceeding state standards	4.8	11.0	20.0	27.0
ISAT - Science % of students meeting or exceeding state standards	45.1	60.0	75.0	85.0		ISAT - Science % of students exceeding state standards	1.2	10.0	25.0	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 ----->			2
	<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. 	<p>School has developed theory of action plan which is tied to district priorities. District transition to new standards demands a shift in teacher's thinking and implementation.</p> <p>Henderson instructional improvements based on assessment data coupled with more rigorous instructional frameworks has proven to be a difficult, but not insurmountable task.</p>	
	Principal Leadership ----->			2
	<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. 	<p>All teachers participate in weekly professional development and learning communities during after school teacher team meetings. Many are exposed to external PD: ST Math, RtI, CCSS training, CHAMPS.</p> <p>Targeted observations, individual conferences, Deep Dive sessions, and consistent feedback provide supports for instructional improvements.</p> <p>Collaborative meetings, grade level meetings, RtI sessions, lesson plan reviews with student work samples, assessment and cluster walk throughs help to establish a framework for college and career readiness.</p> <p>Monthly parent teacher side by side meetings have not been as effective as hoped. LSC, PAC and parent trainings and Family nights continue to build strong school community relations.</p>	

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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 	<p>All teachers serve on at least two committees for some aspect of school wide work; Literacy teams, MST team, Science fair team, Ravinia groups, RTI, Technology, CIWP and Student Discipline and most are involved in school wide events: Science fairs, literacy nights, Project Syncere, Career day, quarterly assemblies.</p> <p>Teachers participate and lead in regular professional development (CHAMPS, PBIS, RTI, Common Core Early Adopter and other initiatives). All are encouraged to voice their opinions, share best practices and what works in their classrooms.</p>	

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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 	<p>Henderson holds bi-weekly ILT meeting which contains a cross section of faculty/staff.</p> <p>The ILT facilitates the improvement of teaching and learning determines professional development needs, modeling of strategies, lesson plans non-negotiables and curriculum alignment.</p> <p>The ILT supports communication from teacher leaders to update peers of committee decisions, ideas, as they reflect to improve actions and progress toward school wide goal.</p> <p>The ILT reflects on its practice and effectiveness regularly, and is the development stages of taking action to improve its functioning.</p> <p>Teacher teams, grade level teams and cluster teams regularly analyze data for decision making, and make adjustments accordingly.</p>	
Monitoring and adjusting ----->			3
<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. 	<p>Henderson teachers and staff analyze data immediately after each standardized, quarterly and weekly assessment. Weekly during grade level meetings, teacher team, and ILT meetings teachers analyze individual student data to make instructional decisions and realign curriculum focus. Specific students are targeted for individualized support quarterly, and adjustments are made for teaching and learning to occur.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<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. 	<p>Because district wide priorities are being developed based on Common Core State Standards, year long scope and sequence plans are in process and will be solidified for all content areas. Teachers have developed unit plans that map out which standards should be taught when. Now we are shifting to align instruction to CCSS efficiently.</p> <p>Currently Henderson is researching and inventoring text that is currently in the building to determine if grade appropriate complex text is available.</p> <p>Long term plans include supports to ensure access for all so students gain content knowledge and skills.</p>	
	Instructional materials ----->			3
	<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). 	<p>Inventory of material has shown that a wealth of literacy text is available in the building.</p> <p>Instructional materials of core reading and some math text contain leveled text useful for students with disabilities. Science materials are also leveled to grade 6. However, school is awaiting guidance on district priorities before the purchase of new instructional materials to support literacy, social studies, science and math CCSS aligned text.</p>	
<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 ----->			1
<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. 	<p>Data is available for teacher use immediately after each assessment.</p> <p>Grade level teams administer assessments, but no school wide benchmark assessment, other than Scantron exists. Screening tool used at onset of the school year, time consuming and tedious. Diagnostic assessments, embedded in curriculum, used by all teachers. Additionally, formative and summative assessments are curriculum based.</p> <p>Assessment methods are developing. Consistency of selected /constructed response should be continued and embedded in daily and weekly instructional practices. Performance tasks are increasing in complexity and quality.</p> <p>Assessment accommodations and/or modifications are ongoing to ensure all students have access to the curriculum and can appropriately demonstrate mastery.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<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. 	<p>Most teachers clearly communicate standards based learning objectives, directions, procedures and relevance of learning.</p> <p>All teachers use high and low level questions. The work is around further development of techniques to promote thinking and understanding.</p> <p>Teachers in grade level teams are aligning standards based objectives. Some teachers are more proficient than others.</p> <p>Most teachers are developing scaffolding techniques and supports and are consistently using formative assessments to monitor student progress and check for understanding.</p> <p>Formative assessment tools will be evaluated/determined based on effectiveness. Use of these assessments will be monitored weekly by the principal, ILT and grade level chairs.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<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. 	<p>A diagnostic screening is administered by the classroom teacher, RTI coordinator or the case manager.</p> <p>A monthly RTI calendar, which contains a schedule of meetings and assessments is in progress. Consistency in planning and pacing has gaps. Flaws can be corrected by using the school wide calendar more effectively to solidify monitoring of assessments and due dates.</p> <p>Interventions are in place in every classroom, at all grade levels. Small group instruction at every grade level, double periods of literacy and math blocks, push in by specialist, individualized instruction are supports that are in place. ILT and teacher teams are not monitoring interventions in classrooms. Administration is responsible for close monitoring of intervention, but ILT will support development of review plan.</p>	
	Whole staff professional development ----->			3
	<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. 	<p>School has had year long plans in place for two year. Now plans are shifting based on CCSS implementation and district wide priorities. School is monitoring effectiveness of teacher collaboration meetings. More modeling is needing of techniques and peer observations. Focus on more models of instruction, techniques that teachers can immediately use to see results of training, PD in classrooms instructional delivery.</p>	

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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. 	<p>Teachers are collaborating on a daily basis in the morning before school, during grade level, teacher team analyzing assessments and student work.</p> <p>Teachers work together sharing what students should know and be able to do. Teams include all staff, special education, specialists and classroom teachers.</p> <p>Teams are supported by specialists and protocols are in place for effective and ongoing team collaboration.</p>	
	Instructional coaching ----->			2
	<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. 	<p>School has developed a coaching plan for most ILT team, will extend to all staff FY13.</p> <p>New teachers are supported by the New Teacher Center from CPS. Teachers have monthly meetings, modeling sessions and are provided feedback on instructional practice for improvements. Individual teacher professional development needs and plans are under development. Teachers are surveyed on their needs to facilitate coaching and support.</p> <p>Teachers receive quality feedback weekly on lesson plans, in grade level meetings and individually.</p> <p>Peer coaching and cross classroom visits are encouraged, but difficult to schedule. Under development, are more peer</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<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 	<p>Most staff members reinforce expectations for student to aspire to college and careers.</p> <p>School has developed intentional plan to build and maintain college going culture supported by the administration, counselor, and teachers.</p> <p>Henderson provides oppourtunities for most student to participate in authentic student leadership activities, during and after school: ex. Tech Crew, Money Smart week, and Lemonade Day.</p>	
	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 oppourtunities 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. 	<p>All students are connected to one or more staff members who care about them.</p> <p>Interaction between adults and students is fair, respectful and a real culture of calm is usually present in the building.</p> <p>All students are engaged and involved in every aspect of the school community.</p> <p>Teachers present class experiences to demonstrate the value of home cultures.</p>	
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. 	<p>School has embraced the CHAMPS/PBIS model of school wide discipline and routines to continually instill positive behavior. All teachers that have not attended training will do so before SY13 begins. C</p> <p>Staff establishes and maintains a welcoming school environment, alive with plants and animals to add to the learning atmosphere.</p>	

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		Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations	<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. 	<p>Weekly or bi-weekly correspondence to parents is disseminated in a timely manner. Use of the marquee, daily phone calls to absent students and letters to parents improves school/community communications.</p> <p>Development of school informational message via telephone is in process. Parents are being trained on Parent Portal to access student grades at home.</p> <p>Under development is the Henderson School website with links for parents to communicate with teachers and be more knowledgeable about school events.</p>	3
	Ongoing communication	<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. 	<p>All teachers should communicate weekly with parents about expectations, assignments, and assessments. Continue rewards for student improvement and/or parent participation. Improve monthly side by side meetings with more incentives for attendance.</p>	3
	Bonding	<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. 	<p>School and staff have established a welcoming environment and open door policy. Henderson hosted a construction job fair, career day and parent/community computer -resume writing classes. Quarterly assemblies, Literacy events, Lemonade Day, Financial Fitness day, science and math fairs and other schoolwide activities have been successful events where parents and community are encouraged to attend. Additional community events are needed to develop more relationships with parents (Block club reading parties).</p>	3

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 ----->				3
	<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. 	Henderson is a community school with multiple outreach programs in place for families: Communities in the Schools, Dime Child, Chicago Cares, YMCA, Dating Matters, Healthy Choices, A Knock at Midnight, etc. Increase home visits, currently visits are limited to students with attendance issues.		
	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. 	Henderson students have visited colleges and attended high school exploration day at several schools. Student research of colleges, the creation of college/university day, and consistent conversations of the requirements of college attendance does not occur often enough.		
	Academic Planning ----->				2
<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. 	Counselor has developed a pre high school mentoring group for eighth graders, which includes career planning and high school research. Expanding this mentoring and weekly college and career planning sessions to all students has proven to be a challenge. This is year two of Eighth graders enrolling and passing high school algebra. Initial enrollment increased dramatically, beginning at 15....and finally concluded with 8 students prepared to take the HS Algebra exam in May.			
Enrichment & Extracurricular Engagement ----->				3	
<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. 	Henderson Academy has a variety of extra curricular activities that students are involved in; i.e. Tap Dance, Tech Crew, computer lab, book clubs, and High School All stars, arts and crafts classes to nurture talents and interests of students, and increase their			

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 ----->			2
	<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. 	Henderson promotes and supports student learning about college and careers with visits to Malcolm X, Kennedy King and a proposed trip to Northern Illinois University. Goal is to expand interest inventories, academic themes based on careers.	
	College & Career Admissions and Affordability ----->			
	<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. 	Not applicable.	
	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. 	School supports milestone achievements at Pre-K Moving up, Moving On ceremonies, at bench mark achievements with assemblies and at 8th grade graduations. Currently district sends home promotion guidelines in letter form to all schools. Henderson is planning partnerships with high schools to improve communications between 8th and 9th grade teachers. Support transition packages for 8th graders with a check list of needed items to begin 9th grade.	

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. 	<p>Henderson currently aligns every available fund to support teaching and student learning.</p> <p>School is currently seeking outside partnerships and opportunities for funding to meet staff and student needs.</p> <p>School focuses resources to prepare students for college and careers through activities such as: Project Syncere, Technology improvements and maintenance, purchase of strategic staff to improve student achievement.</p>		
	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. 	<p>Hiring is conducted based on school needs, after scheduling all mandated priorities.</p> <p>School works to build a pool of potential candidates by ensuring we seek out and support student teachers and fresh new teachers, out of college.</p> <p>Multi step interview process with group questioning protocols ensure candidate philosophy, and commitment to school is assessed.</p> <p>All potential staff are required to demonstrate a lesson to a team of interviewers.</p>			
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. 	<p>Henderson Middle School implemented a unique schedule for the first semester. All students were grouped for math, science and reading by ability. Each student had an individualized schedule to meet their instructional needs.</p> <p>Grade level, teacher team, CIWP, Administrative, Faculty and Staff meetings are held regularly to ensure meaningful collaboration between faculty and staff.</p>			

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

The goal of Henderson Academy is to prepare all students for college and careers, empower them to problem solve through collaboration and to explore their limitless creative potential. Henderson achievers will learn to compete to the best of their ability, as use and exceed common core standards. As students develop critical thinking skills, they will embrace positive self discipline, responsibility, and respectfulness. Students will become technologically proficient, able to successfully navigate and integrate in a global society.

The guiding principle at Henderson Academy is delivering high quality instruction daily that focuses on the needs of individual students. Nurturing teachers and staff facilitate student learning by providing rigorous, differentiated, data driven instruction. Teachers and staff complete a community of learners through ongoing professional development, as we build, implement and nurture instructional excellence in every classroom.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Literacy and Technology-While students are building knowlegde and expanding literacy skills, they read, write, think , analyze, and create arguments to justify their ideas and discoveries. Students, having regular practice with complex text, academic vocabulary and increased exposure to informational and non fiction text, will determine and use evidence from text to promote thinking. Implementing the Full School Day further supports instruction, as teachers improvement is developed through project Reach. Technology is embedded in all student products and practice.	Teaching students effective oral and written communication, collaboration and leadership, and independent critical thinking, begins with teachers using the backward design model to determine what the core curriculum-ccss- year end goals should be. Divide the number of weeks by the work needed to achieve mastery. Then detemine weekly pacing/outcomes goals while using technology interventions as supports to achieve mastery. The Reach Teacher Effectiveness tool will support improvement in all areas of instruction.
2	Mathematics and Technology-Mathematics instruction is shifting to include not just math practice, but focuses on development of thinking and deepening understanding. The emphasis is on "how" students determine answers, explore relationships and develop strategies to solve problems. Student use of technology will be key to understanding concepts in algebra, geometry and integral to providing evidence of core math concepts.	As teachers provide grade appropriate and accelerated instruction that focuses on alignment of CCSS and ILS to develop math practice, problem solving and performance skills, technology based interventions will support achievement. The Reach Teacher Effectiveness tool provides for specific planning and implementation around communication, engaging students, questioning and discussion and the use of assessment during instruction. Significantly increased student achievement is the result of great teaching as measured by REACH.
3	Science and Technology-Students gain academic language and understanding as they are provided multiple opportunities to read, explore, formulate hypothesis, test their thinking, and determine the validity and results of their inquiry. Technology is infused in all levels of student research, analysis and planning.	Planning and instruction developed with CCSS and IAF as the basis for thematic units, ensures that the use of technology, research, hands on activities and projects will extend student's critical thinking, experimentation, analysis and exploration. Implementation of the Full School Day plan facilitates extended laboratory exploration in science and technology.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Literacy and Technology-While students are building knowledge and expanding literacy skills, they read, write, think, analyze, and create arguments to justify their ideas and discoveries. Students, having regular practice with complex text, academic vocabulary and increased exposure to informational and non fiction text, will determine and use evidence from text to promote thinking. Implementing the Full School Day further supports instruction, as teachers	Teaching students effective oral and written communication, collaboration and leadership, and independent critical thinking, begins with teachers using the backward design model to determine what the core curriculum-ccss- year end goals should be. Divide the number of weeks by the work needed to achieve mastery. Then determine weekly pacing/outcomes goals while using technology interventions as supports to achieve mastery.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use data to make instructional decisions	ILT/ Teacher Teams	All	Faculty	Quarter 1	On-going		
Assess student needs daily in multiple ways	Instruction	All	Teachers	On-going	On-going		
Assess student needs weekly use of formal assessments.	Instruction	All	Teachers	Quarter 1	On-going		
Students read and write daily using CCSS aligned text	Instruction	All	Teachers	Quarter 1	On-going		
Determine monthly achievement goals - teachers will sequence and align SB objectives.	ILT/ Teacher Teams	All	Teachers and ILT	Quarter 1	On-going		
Focus on instruction, unit plans, pacing, products and evidence of mastery	ILT/ Teacher Teams	All	Teachers and ILT	Quarter 1	On-going		
Oral Reading fluency practice implemented in primary -Pre-K - 3 classrooms daily.	Instruction	Other student group	Teachers and support staff	Quarter 1	On-going		
Use of comprehension strategies and use of Blooms, Hess Taxonomy based questions to drive instruction	Instruction	All	Teachers	Quarter 1	On-going		
Use of multiple comprehension strategies to ensure student understanding	Instruction	All	Teachers and literacy leads	Quarter 1	On-going		
Teach explicit vocabulary and decoding skills at all grade levels	Instruction	Other student group	Teachers	Quarter 1	On-going		
Students are reading and responding to complex text daily	Instruction	All	Teachers and literacy leads	Quarter 1	On-going		
Use of inquiry based learning and the Socratic method during instruction in science, at the intermediate and Middle School grade levels.	Instruction	All	Teachers and literacy leads	Quarter 2	On-going		
Continue use of Data during professional development to determine next steps and content	Professional Development	All	Principal and Literacy Leads	Quarter 1	On-going		



Strategic Priority 1

Literacy leads model instructional strategies to implement in classrooms learned during PD	Professional Development	All	Principal and Literacy Leads	Quarter 1	On-going		
Research and purchase Compass Learning-school wide assessment benchmark assessment tool.	Equipment/Technology	All	Princial and information tech teacher	Quarter 1	On-going		
Purchase Achieve 3000 technology based tool to augment literacy instruction and remediation	Equipment/Technology	All	Principal and information tech teacher	Quarter 1	On-going		
Continue use of Raz Kids technology based literacy tool	Equipment/Technology	All	Principal and Literacy Leads	Quarter 1	On-going		
Purchase more complex social studies texts	Instructional Materials	All	Principal and lit team	Summer 2012	On-going		
Purchase diagnostic tool for universal screening	Instructional Materials	All	Principal and lit team	Summer 2012	On-going		
Train teachers to align performance assessments to standard skills: Knowledge, reasoning, performance	Professional Development	All	Princial and Literacy leads	Summer 2012	On-going		

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
Mathematics and Technology-Mathematics instruction is shifting to include not just math practice, but focuses on development of thinking and deepening understanding. The emphasis is on "how" students determine answers, explore relationships and develop strategies to solve problems. Student use of technology will be key to understanding concepts in algebra, geometry and integral to providing evidence of core math concepts.	As teachers provide grade appropriate and accelerated instruction that focuses on alignment of CCSS and ILS to develop math practice, problem solving and performance skills, technology based interventions will support achievement. The Reach Teacher Effectiveness tool provides for specific planning and implementation around communication, engaging students, questioning and discussion and the use of assessment during instruction.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review and monitoring of instructional practices	ILT/ Teacher Teams	All	Principal and ILT	Quarter 1	On-going		
Determine monthly due dates to monitor student progress in RTI, effectiveness of supports, next steps	ILT/ Teacher Teams	All	Principal and Literacy/Math Leads	Summer 2012	On-going		
Determine structure to monitor goals of PD, effectiveness - evaluations	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		
Initiate assessments to determine math academic needs	Instruction	All	Principal and Math Leads	Quarter 1	On-going		
Pace extended response instruction throughout the year	Instruction	All	Teachers	Quarter 1	On-going		
Purchase ST Math technology tool	Equipment/ Technology	All	Princpal	Summer 2012	On-going		
Continue Math facts and drills embedded in practice daily	Instruction	All	Teachers	Quarter 1	On-going		
Determine department chairs for SY13	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Implement Peer learning walks with a math focus	ILT/ Teacher Teams	All	ILT and Math Leads	Quarter 1	On-going		
Continue Theme based unit tasks-thematic planning	Instruction	All	Teachers	Quarter 1	On-going		
Implement monthly data collection projects	Instruction	All	Teachers	Quarter 1	On-going		
Continue individualized learning plan for students based on data analysis	Instruction	All	Teachers	Quarter 1	On-going		
Continue HS Algebra class-extend to 15 students	Instruction	Other student group	Teachers	Quarter 1	On-going		



Strategic Priority 2

Improve co-teaching practices with sped teachers . Determine feasibility of continuing partnership with Project Choices	Instruction	Students With Disabilities	Teachers	Quarter 1	On-going		
Continue STEM projects school wide	Instruction	All	Teachers	Quarter 1	On-going		
Increase PD which focus on math problem solving and strategies implementation	Professional Development	All	Principal, ILT and Math Leads	Summer 2012	On-going		
Provide additional PD on guided math practice- extended responses	Professional Development	All	Principal, ILT and Math Leads	Quarter 1	On-going		
Provide support to create math intervention tool kits	Professional Development	All	Principal, ILT and Math Leads	Quarter 1	On-going		
Provide extensive math practices CCSS aligned PD	Professional Development	All	Principal and Math Leads	Summer 2012	On-going		

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
Science and Technology-Students gain academic language and understanding as they are provided multiple opportunities to read, explore, formulate hypothesis, test their thinking, and determine the validity and results of their inquiry. Technology is infused in all levels of student research, analysis and planning.	Planning and instruction developed with CCSS and IAF as the basis for thematic units, ensures that the use of technology, research, hands on activities and projects will extend student's critical thinking, experimentation, analysis and exploration. Implementation of the Full School Day plan facilitates extended laboratory exploration in science and technology.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Research, review, plan and pace national standards and milestones at every grade level	Instruction	All	Teachers and ILT teams	Summer 2012	Quarter 1		
Begin with the backward design model-determine year end goal for every grade level.	ILT/ Teacher Teams	All	Teachers and ILT teams	Summer 2012	Quarter 1		
Align monthly instructional goals on pacing chart	Instruction	All	Teachers and ILT teams	Summer 2012	Quarter 1		
Develop thematic units aligned to the CCSS/ILS	Instruction	All	Teachers and ILT teams	Summer 2012	On-going		
Replenish science materials-Foss, STEM, etc.	Equipment/ Technology	All	Principal and Science Coach	Summer 2012	Quarter 1		
Provide more inquiry based science experiments at every grade level -MS Science	Instruction	All	Teachers, Science Coach	Quarter 1	On-going		
Provide for more student based teams: Student council, Science, Debate and Tech teams, Peer Juries	After School/ Extended Day	All	Teachers and ILT teams	Quarter 1	On-going		
Continue monthly parent meetings informing them of Science Fairs, Career Days, Family Tech and Lit nites.	Parental Involvement	All	Principal and Science Coach	Quarter 1	On-going		
Continue daily and weekly communication to parents of weekly expectations, assignments, projects via the school website	Parental Involvement	All	Principal and Science Coach	Quarter 1	On-going		
Continue science fairs, expand to quarterly	Instruction	All	Teachers, Science Coach	Quarter 1	On-going		
Provide PD on instruction using complex, informational inquiry based science texts	Professional Development	All	Principal and Science Coach	Quarter 1	On-going		
Research purchase of "Interactive Science Text for k-8	ILT/ Teacher Teams	All	Principal, ILT and Science Coach	Summer 2012	Quarter 1		
Improve use of MS science lab for experiments, scheduled weekly-	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		



Strategic Priority 3

Implement quarterly benchmark science assessments with extended response questions embedded in tool	Instruction	All	Teachers, Science Coach and ILT	Quarter 1	On-going		
Continue Co teaching with SPED staff at every grade level	Instruction	All	Teachers	Quarter 1	On-going		
Continue intervention and supports using technology to bridge learning gaps	Equipment/Technology	All	Teachers, Science Coach and ILT	Quarter 1	On-going		



Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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