



## 2012-2014 Continuous Improvement Work Plan

### Patrick Henry Elementary School

O'Hare Elementary Network

4250 N Saint Louis Ave Chicago, IL 60618

ISBE ID: 150162990252260

School ID: 609988

Oracle ID: 23731



### Mission Statement

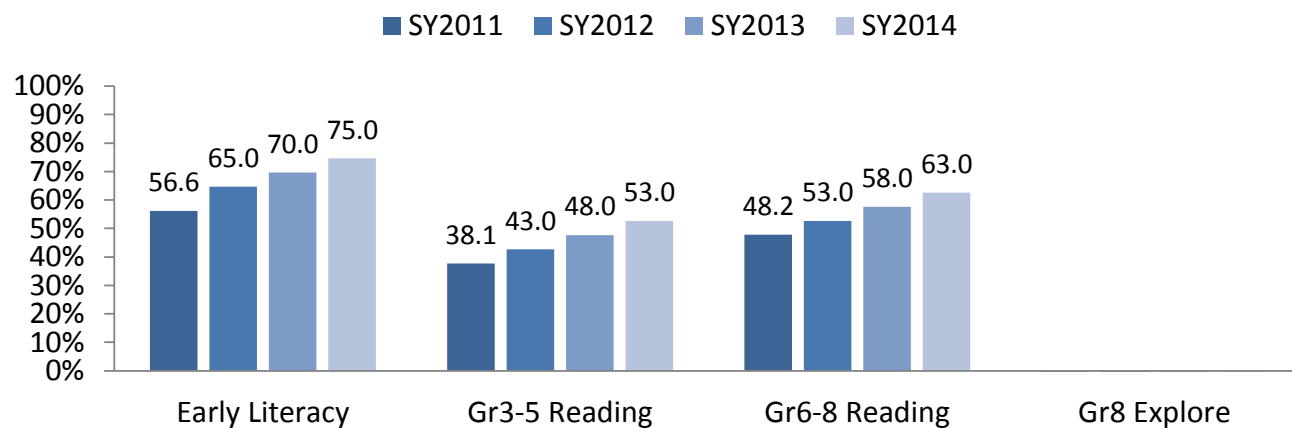
Patrick Henry School is committed to providing a safe and nurturing environment where all students are prepared to be college and career ready, supported by the dynamic partnership of students, parents, staff and community working together to create a school climate that encourages reflection, inquiry, exploration and the use of modern technologies.

### Strategic Priorities

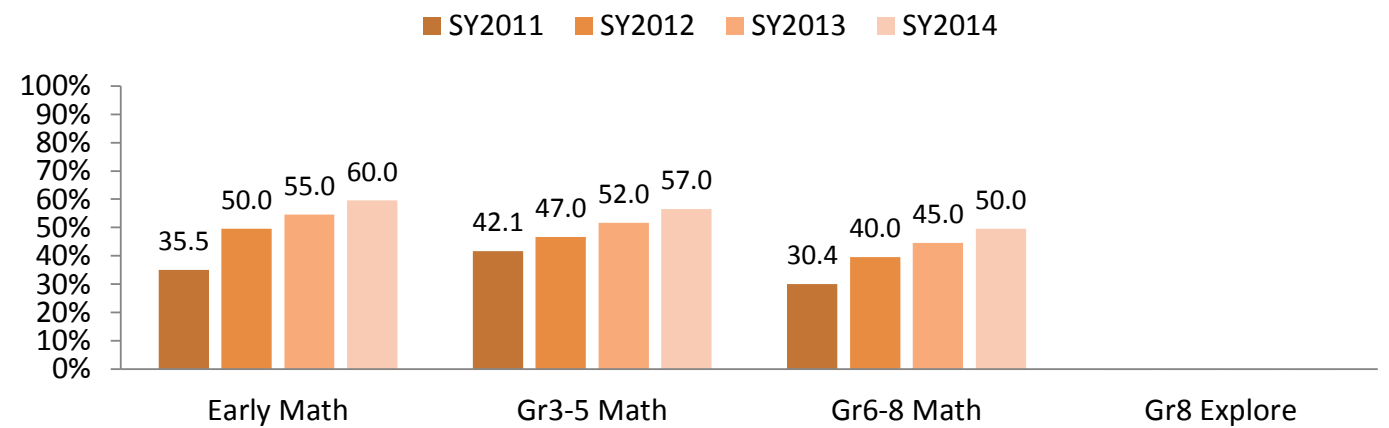
1. Increase the percent of students at or above NPR in NWEA in Reading by 5 percentage points and increase students meeting growth targets by 3 percentage points every year.
2. Increase the percent of students at or above NPR in NWEA in Math by 5 percentage points and increase students meeting growth targets by 3 percentage points every year.
3. Increase the percent of students at benchmark on DIBELS/IDEL by 9.5 percentage points the first year and by 5.0 percentage points every following year.
4. Increase parent and community involvement and participation in academics and extracurricular activities by 5 percentage points every year.

### School Performance Goals

#### Literacy Performance Goals



#### Math Performance Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Patrick Henry 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
Mr. Januario Gutierrez	Principal
Mr. Susim Munshi	Assistant Principal
Mrs. Maryann Munozmaciel	Lead/ Resource Teacher
Mrs. Jacqueline Rodriguez	ELL Teacher
Mrs. Lisa Cantu	Classroom Teacher
Mrs. Kathleen Gariti	Classroom Teacher
Mrs. Edith Ortiz	Classroom Teacher
Ms. Erin Figula	Classroom Teacher
Mrs. Patricia Curry	Counselor/Case Manager
Mrs. Maria Hurtado	LSC Member



## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	56.6	65.0	70.0	75.0		<b>Early Math</b> % of students at Benchmark on mClass	35.5	50.0	55.0	60.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	38.1	43.0	48.0	53.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	42.1	47.0	52.0	57.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	68.2	70.0	73.0	76.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	61.3	65.0	68.0	71.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	48.2	53.0	58.0	63.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	30.4	40.0	45.0	50.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	75.0	77.0	80.0	83.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	44.6	50.0	53.0	56.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	NDA	na	na	na		<b>Explore - Math</b> % of students at college readiness benchmark	NDA	na	na	na



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	95.1	96.0	97.5	98.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	4.3	4.3	3.0	3.0

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	64.0	74.0	79.0	82.0		<b>ISAT - Reading</b> % of students exceeding state standards	12.3	17.0	25.0	30.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	81.4	85.0	87.0	89.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	12.5	20.0	25.0	30.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	73.0	78.0	83.0	88.0		<b>ISAT - Science</b> % of students exceeding state standards	6.7	15.0	20.0	30.0

**School Effectiveness Framework**

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>The school has clear measureable goals which are in the School Performance Scorecard established in coordination with the O'Hare Network. Each grade level has developed an action plan with clear goals for every 30 days of school. Individual classrooms developed data driven goals after each benchmark assessment period in the school year.</li> <li>The school has developed a clear theory of action or strategic plan that identifies the priorities and key levers which outlines the anticipated impact in the following areas: literacy, mathematics, and parental and community involvement.</li> </ul>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Principal has implemented professional learning communities which builds the opportunity for teachers to collaborate and analyze lesson plans and student work and identify best practices.</li> <li>Principal has identified clear goals for the faculty in collaboration with the O'Hare Network to drive continuous improvement for the school. School vision has been established with emphasis on data driven planning and decision making process to improve instruction. The top academic priorities are academic rigor, Bloom's Taxonomy and WEB's DOK, and CCSS standards.</li> <li>Principal and the ILT Team have worked with teacher teams and as individuals to determine student goals and benchmarks both at grade level and at each classroom level. Principal monitors data closely and provides direct feedback through whole group discussions and individual conferences with teachers and students to reinforce goals which will lead to college and career readiness.</li> <li>Principal has communicated this vision to the community through the following - Open House. Curriculum Nights. Monthly</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<ul style="list-style-type: none"> <li>•The ILT and grade level teacher teams contribute to the decision making of the school. Each teacher has equity of voice in grade level, ILT, and whole staff meetings. The ILT consists of primary, intermediate, upper grade teachers, Lead Literacy Teacher, Bilingual Lead Teacher, and Case Manager. We have teachers invested in the school in one or more of the following areas - ILT, Grade Level, Rtl team, PBIS team, mentor teacher, committee chairs, coach, family liaison, bilingual lead, CWIP Team and Union representative.</li> <li>•All teachers partake in the decision making process as evidenced in their participation and input through all the various committees and teacher teams throughout the school year. School incorporates teacher voice through surveys and discussions in teams.</li> <li>• All teachers are involved in PLCs at their cluster levels. PLCs meet weekly to explore research based strategies, analyze lesson plans, student work samples with the explicit purpose of improving classroom instruction.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b>			<b>4</b>
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is represented by primary, intermediate, and upper grade teachers. We have a Bilingual Lead Teacher, Lead Literacy Teacher, Math-Science-Technology Lead Teacher, and Counselor representing SPED on the team.</li> <li>The ILT leads the work of improving teaching and learning school-wide as evidenced by members leading whole staff Professional Development Days, Professional Learning Communities, Grade Level Meetings and various committees in the school. ILT members formally and informally coach other teachers based on priorities of the school and individual needs.</li> <li>ILT members consistently reach out to teachers and teachers reach out to ILT members through email, personal contact, and at various team meetings to facilitate two-way communication in decision making which advances the school's strategic focus as evidenced by teachers' improvement in instruction and students' academic growth.</li> <li>ILT team reviewed the processes and made adjustments throughout the school year to improve communication, collaboration and effectiveness to ensure action plans were on</li> </ul>	
<b>Monitoring and adjusting</b>			<b>4</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>A systematic approach to analyzing data is conducted at a school level withn the ILT Team where a data wall is used to analyze trends at the school level, grade level, and classroom level. Within the grade level, action plans are developed to determine trends and overall supports needed and are adjusted regulary as new assessment data becomes available. At the classroom level, data analysis is conducted to provide differentiation instruction focused and targeted to support student growth.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Currently the curriculum is aligned to the Illinois State Standards. Each grade level began aligning their curriculum to the Common Core.</li> <li>Grade levels develop/use common units currently aligned to the Illinois State Standards and are beginning the process of developing units using the Common Core.</li> <li>Text used for instruction exposes all students, including Tier II and III, to grade-appropriate level of complexity to meet the Common Core. Students are exposed to informational text through Achieve 3000.</li> <li>Short and long term plans include supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. Differentiating for all students' instructional levels through NWEA RIT bands, DesCartes, MClass indicators, and classroom observations.</li> </ul>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level has a set of instructional materials that are aligned to the Illinois State Standards; however, like every other school, we need to align our materials to the Common Core.</li> <li>For the bilinugal classrooms, the instructional materials does have the aligned curriculum in the native language support and/or ESL; however, the materials are not aligned to the Common Core.</li> <li>All instructional materials have supports for students with disabilities to provide accommodations at grade level and modifications/instructional level.</li> </ul>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>4</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment (NWEA, DIBELS, MClass, TRC, Achieve 3000).</li> <li>• Each grade level uses a comprehensive set of assessments (NWEA, DIBELS, MClass, TRC, Achieve 3000, six minute fluency, formative and summative) and data analysis on a weekly basis during grade level meetings to monitor student learning.</li> <li>• Assessment methods (e.g., student work, selected response, constructed, response, performance task) are currently aligned with the Illinois State Standards and the Common Core being assessed.</li> <li>• Assessment accommodations and modifications are in place with the support of the case manager/counselor, special education teachers, and bilingual lead teacher to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>4</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the Common Core objectives before each lesson, directions and procedures, as well as the relevance of the learning through daily student reflection.</li> <li>• Each teacher is in the process of incorporating Bloom's/Hess' Cognitive Matrix into their level of questioning to promote student thinking and understanding within their lesson plans. Administration conducts informal observations using Hess' Cognitive Matrix for teacher to reflect on thier own thinking. Professional Learning Communities focus on academic rigor and teachers analyze lesson plans to increase the level of DOK within Hess' Cognitive Matrix.</li> <li>• Each teacher is in transition to sequence and align Common Core within their instruction.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and ELL access complex texts and engage in complex tasks with the support from the case</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Screening assessments (NWEA, DIBELS/IDEL, MClass Math) are administered to identify students in need of academic intervention.</li> <li>Diagnostic assessments to identify particular skill gaps are in progress to determine the specific progress monitoring needs for Tier II and III students within RtI.</li> <li>Interventions include small group instruction, push-in and pull-out support, before and after school tutoring, and guidance from the Lead Literacy Teacher.</li> <li>Interventions and progress monitoring for RtI students are in the process of being closely monitored by the Lead Literacy Teacher and the ILT.</li> </ul>	
	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Common Core, Academic Rigor, and increasing the Exceeds numbers is the year-long, focused plan for whole staff professional development, which is aligned to school-wide priorities and growth goals.</li> <li>Survey monkey, exit slips, coaching support with the Lead Literacy Teacher and Bilingual Lead Teacher, and teacher collaboration within grade level meetings and professional learning communities are used to monitor the effectiveness of all professional development.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate during the weekly administrative and planning grade level meetings. These meetings are used for curriculum planning, analyze formative assessment data, and plan weekly instruction.</li> <li>Teachers and Lead Literacy Teacher is in progress of meeting regularly to review progress monitoring data for students receiving intervention. Rtl students are reviewed at grade level meetings and interventions are discussed with the support from grade level teams, Lead Literacy Teacher, and special education teachers.</li> <li>Grade level teams are inclusive of general education, special education, bilingual teachers, and Lead Literacy Teacher.</li> <li>Grade level teams are supported by an ILT member and Lead Literacy Teacher. Protocols and processes are still in progress for team collaboration.</li> </ul>	
	<b>Instructional coaching</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ul style="list-style-type: none"> <li>Coaching plan is just starting to be implemented with the addition of a Lead Literacy Teacher and the informal observations conducted by the administration. Currently coaching is identified on the year-long professional development plan, which is focused on the Common Core and academic rigor.</li> <li>New teachers are provided support through two mentors within the ILT, Lead Literacy Teacher, and Bilingual Lead Teacher.</li> <li>Administration supports individual professional development through individual teacher plans.</li> <li>Teachers are provided with quality feedback through informal observations using Hess' Cognitive Matrix.</li> <li>Implementation of peer coaching and cross classroom visitations have been discussed within the ILT as an integral part of the school's plan for professional learning; however, has not been implemented at this time</li> </ul>	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<ul style="list-style-type: none"> <li>When presenting assessemnt data (ISAT, NWEA, DIBELS/IDEL) to students and families, teachers reference indicators of college and career readiness;</li> <li>The school has an established practice of analyzing data with focused discussion on indicators of college and career readiness; 6th Grade (the highest grade level at the school) is housed on the 3rd floor and has a dedicated space for promoting college awareness with visuals of college logos and penants;</li> <li>5th and 6th grade students participate in student council, activities include raising awarenes of saving energy, fund rasing for a charity</li> </ul>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>All students have access to teachers, school counselor, social worker, Rtl Coordinator, PBIS Coordinator, and administration who are deeply interested in the well being of all students and explore all available resources to support their academic goals.</li> <li>Henry School uses the inclusion model for special education which promotes the integration of all students with disabilities in the physical, social and emotional climate of the school. Students with disabilities particpate in the regular education curriculum, specials such as gym, library and music, in extra-curriculuars and before and after school programs.</li> <li>As part of the regular classroom curriculum students have many opportunites to participate in activities that promote cultural and traditional values, such as seasonal and holiday assemblies</li> </ul>	
<b>Behavior&amp; Safety</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<ul style="list-style-type: none"> <li>School has an established PBIS committee and coordinator who have been progressively working on universal positive behavior interventions on all aspects of school life using the PBIS CHAMPS strategy of promoting and recognizing positive behavior. PBIS CHAMPS have been developed for classroom settings, specials such as gym, library, music, hallways and restrooms, assembly hall and recess.</li> <li>All staff members and administrators support the Henry High</li> </ul>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<ul style="list-style-type: none"> <li>The Local School Council meets on a regular basis every month of the school year. The principal presents a detailed report of all principal led activities in each of the principal competencies. Principal provides detailed report on school performance in each of the benchmark assessments (NWEA, DIBELS/IDEL, mClass Math) and how interventions such as RtI, before and after school tutoring, ISAT tutoring, are being used to target and plan improvement of student performance.</li> <li>Teachers send quarterly curriculum newsletters with an overview of standards, activities, projects, assignments in all of the core areas and provide tips and resources for parents and families to support student achievement. All students and families are encouraged to meet with teachers with respect to individualized support, including</li> </ul>	
	<b>Ongoing communication</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Henry has an open door policy for all parents and families. Teachers are available daily, before and after school to meet with parents and students to discuss and support academic concerns.</li> <li>Most teachers use the student agenda book to communicate student achievement and concerns with families. Parents and families can use the students agenda book to communicate with teachers.</li> </ul>	
<b>Bonding</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>In the 2011 My Voice, My School parent/guardian survey, 36% strongly agreed and 57% agreed that the school was welcoming to parents and guardians; 31% strongly agreed and 58% agreed that their child felt safe at school.</li> <li>Principal offers several avenues for families and community to become engaged and empowered. Local School Council meetings, NCLB parent meetings, BAC parent meetings are scheduled on the monthly calendar which is sent home with the principal's monthly newsletter and posted on the school website. Notices for meetings are publicized and sent home as flyers and posted on the school website. Events are well attended and agendas reflect</li> </ul>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<ul style="list-style-type: none"> <li>School counselor, social worker, nurse, attendance clerk, security officer and school administration conduct home visits to support students and families and work in collaboration with social agencies to support families.</li> </ul>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>Henry is PreK-6 school. While children, parents and families are informed about college readiness as indicated in NWEA benchmark assessments, currently there are no school wide plans, such as college and/or career day, to expose students to college or career decisions.</li> </ul>	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<ul style="list-style-type: none"> <li>Instruction at Henry School is rigorous based on the CCSS. Students and families are regularly informed about their college readiness based on indicators of the NWEA benchmark assessments.</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the programs and activities available to students are: Basketball, Softball and Soccer team sports; Cheer Leading; Henry School of Rock; Portugese Club; Puppetry; Fine Arts and Sculptor; Student Patrol, Student Council.</li> </ul>		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>Students in grades K-6 are administered the NWEA assessment in preparation for College and Career Readiness. The NWEA completed a study in December 2011, linking the RIT scales to the college readiness benchmarks of EXPLORE, PLAN, and ACT.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	<p>Patrick Henry ensures that college is a goal for all students. In partnership with Illinois State University, student interns are present in classrooms and professors are working with ILT on school improvement. We use our pennant theme to integrate college goals and admissions into our curriculum to promote the different college options available.</p>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<ul style="list-style-type: none"> <li>Parents and students are regularly kept informed about school policies involving benchmark grades, promotion policy, academic and curricular expectations. Parents and students in need of specialized information are assisted by school counselor and administration.</li> <li>Transitions for each grade level is currently conducted through collaboration from the previous grade level. Henry school is currently working on the vertical and horizontal alignment to ensure effective transitions. The 5th and 6th grade classrooms are</li> </ul>	



## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	<b>Use of Discretionary Resources</b> ----->			4
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ul style="list-style-type: none"> <li>Discretionary funding of SGSA and NCLB funds are aligned to strategic priorities and approved by the Local School Council. Funds are being used to purchase Reduced Class Size Teachers, Lead Literacy Teacher, ISAT Tutors, Before and After School Tutoring, books, technology, equipment and supplies for classrooms.</li> <li>Exsisting partnerships include Chicago Cares, Chicago Symphony, Oppenheimer Grants, DePaul University, Albany Park Neighborhood Association.</li> <li>Discretionary funds are used to pay for Before and After School Tutoring so that teachers can work with targeted students to meet</li> </ul>	
	<b>Building a Team</b> ----->			4
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>Henry School is very strategic when it comes to organizing teachers and classrooms. High performing teachers identified by scores on performance assessments, principal evaluation and dedication to continued professional growth, are placed in classrooms with the most identified need for growth. Gaps in staffing are a high priority during hiring.</li> <li>Staffing in the last two years included candidates from Chicago Foundation for Teachers, Teach for America, organizatons reputed for identifying and preparing highly qualified candidates. Hiring process includes initial interview by interview committee, second interview, classroom demonstration, final interview and selection.</li> <li>Student teachers are highly encouraged to come to Henry School for observation hours and student teaching and are invited to apply</li> </ul>	
<b>Use of Time</b> ----->			4	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ul style="list-style-type: none"> <li>Past practices included considerations for block scheduling for Language Arts (120 minutes), Math (60 minutes), Science Lab (Grades 3-6, 45 minutes).</li> <li>All grade level teams have up to two common preparation periods for grade level collaboration. All special education teachers have designated times to meet with grade level teams for collaboration.</li> <li>The FSD schedule includes dedicated blocks for intervention and enrichment.</li> </ul>	

## 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

Patrick Henry School is committed to providing a safe and nurturing environment where all students are prepared to be college and career ready, supported by the dynamic partnership of students, parents, staff and community working together to create a school climate that encourages reflection, inquiry, exploration and the use of modern technologies.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase the percent of students at or above NPR in NWEA in Reading by 5 percentage points and increase students meeting growth targets by 3 percentage points every year.	Based on last year's NWEA 3rd -5th grade students were at 38.1 percentage points, 6th grade students were at 48.2 percentage points at or above NPR in Reading ; 3rd-5th grade students meeting growth targets were at 68.2 percentage points and 6th grade students meeting growth targets were at 75.0 percentage points.
2	Increase the percent of students at or above NPR in NWEA in Math by 5 percentage points and increase students meeting growth targets by 3 percentage points every year.	Based on last year's NWEA 3rd -5th grade students were at 42.1 percentage points, 6th grade students were at 30.4 percentage points at or above NPR in Reading ; 3rd-5th grade students meeting growth targets were at 61.3 percentage points and 6th grade students meeting growth targets were at 44.6 percentage points.
3	Increase the percent of students at benchmark on DIBELS/IDEL by 9.5 percentage points the first year and by 5.0 percentage points every following year.	Based on last year's results only 56.5% are performing at the benchmark level.
4	Increase parent and community involvement and participation in academics and extracurricular activities by 5 percentage points every year.	Based on the 2011 My School My Voice survey, 35% strongly agreed with "The school involves me in decisions regarding my child's education" and 30% strongly agreed with "Giving the chance to participate in making decisions that affect the whole school."
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
Increase the percent of students at or above NPR in NWEA in Reading by 5 percentage points and increase students meeting growth targets by 3 percentage points every year.	Based on last year's NWEA 3rd -5th grade students were at 38.1 percentage points, 6th grade students were at 48.2 percentage points at or above NPR in Reading ; 3rd-5th grade students meeting growth targets were at 68.2 percentage points and 6th grade students meeting growth targets were at 75.0 percentage points.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify and target students at or near Exceeds in Reading on the NWEA BOY Benchmark Assessments	Instruction	All	Principal/ILT/Teacher Teams	On-going	On-going	On-Track	Training began Fall 2011
Implement CCSS Unit Planning in English Language Arts	Instruction	All	Principal/ILT/Teacher Teams	Summer 2012	On-going	On-Track	Training began Spring 2012
Continue to implement Instructional Rounds in grades K-6 teacher teams	Instruction	All	ILT/Teacher Teams	On-going	On-going	On-Track	Training began Spring 2012
Continue collaboration within and across grade levels/vertical and horizontal alignment	Instruction	All	ILT/Teacher Teams	On-going	On-going	On-Track	
Implement Tutoring/Intervention and Enrichment blocks in FSD	Instruction	All	Principal/ILT	Quarter 1	On-going		
Design and implement coaching support model for teachers in identified improvement areas	Instruction	All	LLT/BLT	On-going	On-going	On-Track	
Continue to review, evaluate and revise strategically targeted lesson planning for academic rigor, CCSS and data driven instruction	Instruction	All	Principal/ILT/Teacher Teams	On-going	On-going	On-Track	
Subscribe to and implement Achieve 3000, web based curriculum in Grades 3-6 for differentiated instruction	Instructional Materials	All	Grades 3-6 Teacher Teams/teacher designee	Quarter 1	On-going	On-Track	Grades 3-6 integrated into content area Fall 2011
Continue to acquire and build Leveled Readers library to support literacy instruction in all classrooms	Instructional Materials	All	LLT	On-going	On-going	On-Track	Teacher Resource Room with Leveled Readers began Fall 2011/2nd 3rd floor cabinets with class set novel units
Purchase Text Exemplars CCSS, Social Science 2.0	Instructional Materials	All	LLT	Year 2	Year 2		
Continue to acquire and build Intervention kits for RtI for Grades K - 6	Instructional Materials	Other student group	LLT/RtI Coordinator	Year 2	Year 2		



**Strategic Priority 1**

Design and implement curriculum for Word Study (Works Their Way, Word Matters, Wordly Wise etc.) for Grades K-3	Instructional Materials	All	LLT	Year 2	Year 2		
<b>Acquire and implement Reading A-Z Subscription</b>	Instructional Materials	All	Principal/ILT	Quarter 1	On-going		
Acquire and integrate the use of modern technology: laptops, iPads, mp3 players, smartboards	Instructional Materials	All	Principal/ILT	On-going	On-going	On-Track	
Schedule and conduct quarterly Student/Parent/Teacher Goal Setting Meetings	Parental Involvement	All	Teacher Teams/Parents/Students	Quarter 1	On-going	On-Track	
Implement quarterly Curriculum Nights to increase parent and student awareness of curriculum goals	Parental Involvement	All	ILT/Teacher Teams	Quarter 1	On-going		
Continue parent workshops focused on literacy and supporting learning at home	Parental Involvement	All	LLT/BLT/Teacher Teams	Quarter 1	On-going	On-Track	
Continue professional development for ELL support in the area of language arts	Professional Development	English Language Learners	BLT/LLT/Teacher Teams	On-going	On-going	On-Track	
Continue PLCs focused on Academic Rigor, CCSS and data driven instruction	Professional Development	All	Principal/ILT/Teacher Teams	On-going	On-going	On-Track	Training began Fall 2011
Professional development for REACH (Teacher evaluation framework)	Professional Development	All	Principal/ILT	Summer 2012	On-going	On-Track	Training began Spring 2012
Daily Five Professional Development/Coaching for grades K-3	Professional Development	All	LLT/Primary Teacher Teams	Summer 2012	On-going	On-Track	Training scheduled for Summer 2012
Implement Balanced Literacy for all classrooms	Professional Development	All	LLT	Summer 2012	On-going		
Continue professional development for appropriate accommodations/modifications for students with special needs in the LRE (Least Restrictive Environment)	Professional Development	Students With Disabilities	Principal/ILT/Case Manager/Special Education Teachers	On-going	On-going	On-Track	
Continue professional development for ELL support in the area of language arts	Professional Development	English Language Learners	BLT/LLT/Teacher Teams	On-going	On-going	On-Track	

## 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
Increase the percent of students at or above NPR in NWEA in Math by 5 percentage points and increase students meeting growth targets by 3 percentage points every year.	Based on last year's NWEA 3rd -5th grade students were at 42.1 percentage points, 6th grade students were at 30.4 percentage points at or above NPR in Reading ; 3rd-5th grade students meeting growth targets were at 61.3 percentage points and 6th grade students meeting growth targets were at 44.6 percentage points.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify and target students at or near Exceeds in Mathematics on the NWEA BOY Benchmark Assessments	Instruction	All	Principal/ILT/Teacher Teams	On-going	On-going	On-Track	
Implement CCSS Unit Planning in Mathematics	Instruction	All	Principal/ILT/Teacher Teams	Summer 2012	On-going		
Continue to implement Instructional Rounds in grades K-6 teacher teams	Instruction	All	ILT/Teacher Teams	On-going	On-going	On-Track	
Develop and implement CCSS Scope and Sequence with math series in Grades K - 6	Instruction	All	ILT/Teacher Teams	Summer 2012	Quarter 4		
Continue to review, evaluate and revise strategically targeted lesson planning for academic rigor, CCSS and data driven instruction	Instruction	All	Principal/ILT/Teacher Teams	On-going	On-going	On-Track	
Implement Tutoring/Intervention and Enrichment blocks in FSD	Instruction	All	Principal/ILT/Teacher Teams	Quarter 1	On-going		
Design and implement coaching support model for teachers in identified improvement areas	Instruction	All	LLT/BLT/Teacher Teams	Summer 2012	On-going		
Acquire and implement subscriptions for Tenmarks web based curriculum for differentiated instruction in Grades 3-6	Instructional Materials	All	Grades 2-6 Teacher Teams/Teacher Designee	Quarter 1	On-going		
Continue to acquire and build Intervention kits for RtI for Grades K - 6	Instructional Materials	Other student group	LLT/RtI Coordinator	Year 2	Year 2		
Review and purchase math manipulatives for all grades	Instructional Materials	All	Principal/ILT	On-going	On-going	On-Track	
Acquire and integrate the use of modern technology: laptops, iPads, mp3 players, smartboards	Instructional Materials	All	Principal/ILT	On-going	On-going	On-Track	



**Strategic Priority 2**

Schedule and conduct quarterly Student/Parent/Teacher Goal Setting Meetings	Parental Involvement	All	Teacher Teams/Parents/Students	On-going	On-going	On-Track	
Implement quarterly Curriculum Nights to increase parent and student awareness of curriculum goals	Parental Involvement	All	ILT/Teacher Teams	Quarter 1	On-going		
Continue parent workshops focused on mathematics for supporting learning at home	Parental Involvement	All	LLT/BLT/Teacher Teams	Quarter 1	On-going		
Continue PLCs focused on Academic Rigor, CCSS and data driven instruction	Professional Development	All	Principal/ILT/Teacher Teams	On-going	On-going	On-Track	
Implement professional development for REACH (Teacher evaluation framework)	Professional Development	All	Principal/ILT	Summer 2012	On-going		
Continue professional development for appropriate accommodations/modifications for students with special needs in the LRE (Least Restrictive Environment)	Professional Development	Students With Disabilities	Principal/ILT/Case Manager/Special Educatoin Teachers	On-going	On-going	On-Track	
Continue professional development for ELL support in the area of mathematics	Professional Development	English Language Learners	BLT/LLT/Teacher Teams	On-going	On-going	On-Track	

### 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
Increase the percent of students at benchmark on DIBELS/IDEL by 9.5 percentage points the first year and by 5.0 percentage points every following year.	Based on last year's results only 56.5% are performing at the benchmark level.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify and target students at benchmark on DIBELS/IDEL	Instruction	All	Principal/ILT/Teacher Teams	On-going	On-going	On-Track	Training began Fall 2011
Implement CCSS Unit Planning in English Language Arts	Instruction	All	Principal/ILT/Teacher Teams	Summer 2012	On-going		
Continue to implement to Instructional Rounds in grades K-2 teacher teams	Instruction	All	ILT/Teacher Teams	On-going	On-going	On-Track	Training began Spring 2012
Implement professional development for ELL support in the areas of language arts	Instruction	English Language Learners	BLT/LLT/Teacher Teams	On-going	On-going	On-Track	
Continue collaboration within and across grade levels/vertical and horizontal alignment	Instruction	All	ILT/Teacher Teams	Summer 2012	On-going		
Implement Tutoring/intervention and Enrichment blocks in FSD	Instruction	All	Principal/ILT/Teacher Teams	Quarter 1	On-going		
Design and implement coaching support model for teachers in identified improvement areas	Instruction	All	LLT/BLT	On-going	On-going	On-Track	
Continue to review, evaluate and revise strategically targeted lesson planning for academic rigor, CCSS and data driven instruction	Instruction	All	Principal/ILT/Teacher Teams	On-going	On-going	On-Track	
Continue to acquire and build Leveled Readers library to support literacy instruction in all classrooms	Instructional Materials	All	LLT	Quarter 1	On-going	On-Track	Teacher Resource Room with Leveled Readers began Fall 2011/2nd 3rd floor cabinets with class set novel units
Text Exemplars CCSS and Social Science 2.0	Instructional Materials	All	LLT	Year 2	Year 2		
Continue to acquire and build Intervention kits for RtI for Grades K - 3	Instructional Materials	Other student group	LLT/RtI Coordinator	Year 2	Year 2		



**Strategic Priority 3**

Design and implement curriculum for Word Study (Works Their Way, Word Matters, Wordly Wise etc.) for Grades K - 3	Instructional Materials	All	LLT	Year 2	Year 2		
Acquire and implement Reading A-Z Subscription	Instructional Materials	All	Principal/ILT	Quarter 1	On-going		
Acquire and integrate the use of modern technology: laptops, iPads, mp3 players, smartboards	Instructional Materials	All	Principal/ILT	On-going	On-going	On-Track	
Schedule and conduct quarterly Student/Parent/Teacher Goal Setting Meetings	Parental Involvement	All	Teacher Teams/Parents/Students	On-going	On-going	On-Track	
Implement quarterly Curriculum Nights to increase parent and student awareness of curriculum goals	Parental Involvement	All	ILT/Teacher Teams	Quarter 1	On-going		
Continue parent workshops focused on literacy and supporting learning at home	Parental Involvement	All	LLT/BLT/Teacher Teams	Quarter 1	On-going		
Continue PLCs focused on Academic Rigor, CCSS and data driven instruction	Professional Development	All	Principal/ILT/Teacher Teams	On-going	On-going	On-Track	Training began Fall 2011
Professional development for REACH (Teacher evaluation framework)	Professional Development	All	Principal/ILT	Summer 2012	On-going		
Daily Five Professional Development/Coaching for grades K-3	Professional Development	All	LLT/Primary Teacher Teams	Summer 2012	On-going		
Implement Balanced Literacy for all classrooms	Professional Development	All	LLT	Summer 2012	On-going		
Continue professional development for appropriate accommodations/modifications for students with special needs in the LRE (Least Restrictive Environment)	Professional Development	Students With Disabilities	Principal/ILT/Case Manager/Special Education Teachers	On-going	On-going	On-Track	
Continue professional development for ELL support in the area of language arts	Professional Development	English Language Learners	BLT/LLT/Teacher Teams	On-going	On-going	On-Track	



### 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
Increase parent and community involvement and participation in academics and extracurricular activities by 5 percentage points every year.	Based on the 2011 My School My Voice survey, 35% strongly agreed with "The school involves me in decisions regarding my child's education" and 30% strongly agreed with "Giving the chance to participate in making decisions that affect the whole school."

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue and increase resources for parent education in parent room	Instructional Materials	All	Principal/ILT/LSC	On-going	On-going	On-Track	
Continue and support parent interest in starting and organizing a PTO	Parental Involvement	All	Principal/ILT/LSC/PTO	On-going	On-going	On-Track	
Design and implement parent workshops for home-school learning supports for students	Parental Involvement	All	Principal/ILT/LSC	Summer 2012	On-going		
Design and implement parents led fine arts program, including parent performances	Parental Involvement	All	Principal/ILT/LSC/PTO	On-going	On-going	On-Track	exploring parents' talents
Design and implement parents as readers partnership program	Parental Involvement	All	Principal/ILT/LSC/PTO	Quarter 1	On-going		
Increase parent support for school and classroom environment by inviting parents in leadership roles (Breakfast Monitors, Recess Monitors, Parent Patrol etc.)	Parental Involvement	All	Principal/ILT/LSC/PTO	Summer 2012	On-going		
Continue and increase parent participation in parent patrol	Parental Involvement	All	Principal/ILT/LSC/PTO	On-going	On-going	On-Track	
Continue student/parent/teacher goal setting conferences to increase parents as partners in their children's education	Parental Involvement	All	Teacher Teams/Parents/Students	On-going	On-going	On-Track	
Increase parent involvement and support in afterschool extra curricular activities	Parental Involvement	All	Principal/ILT/LSC/PTO	Quarter 1	On-going		
Increase parent involvement in enrichment activities by leading and participating in the FSD Enrichment block	Parental Involvement	All	Principal/ILT/Teachers	Quarter 1	On-going		
Continue technology workshops for parents and community to increase parents as partners in their children's education	Parental Involvement	All	Principal/ILT/LSC/PTO	On-going	On-going	On-Track	



