



2012-2014 Continuous Improvement Work Plan

Agustin Lara Elementary Academy

Pershing Elementary Network

4619 S Wolcott Ave Chicago, IL 60609

ISBE ID: 150162990252900

School ID: 609993

Oracle ID: 23791



Mission Statement

The Mission of Agustin Lara Academy is to provide all of our students with the highest quality and rigorous learning experiences through the use of best instructional practices, high quality instructional materials, and modern educational technology to create a safe and productive school environment that ensures a solid foundation in the early elementary grades that are fundamental for the social, emotional, and academic demands of late elementary and middle school in order to successfully transition to secondary and higher education.

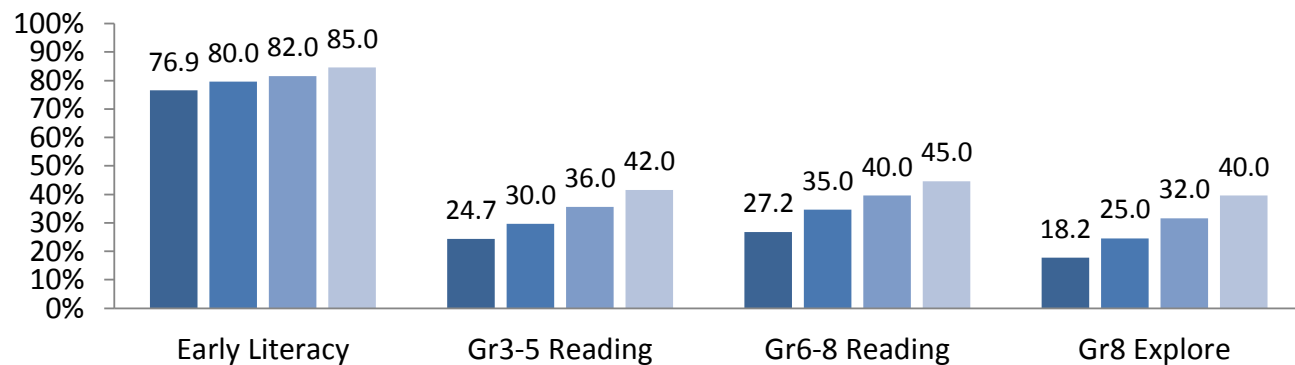
Strategic Priorities

1. Provide rigorous high quality Literacy instruction in all grades using the highest quality instructional materials and pedagogy.
2. Provide rigorous high quality Mathematics instruction in all grades using highest quality instructional materials and pedagogy.
3. Provide rigorous ESL and bilingual instruction in all grades to provide best possible transition for all ELL students.

School Performance Goals

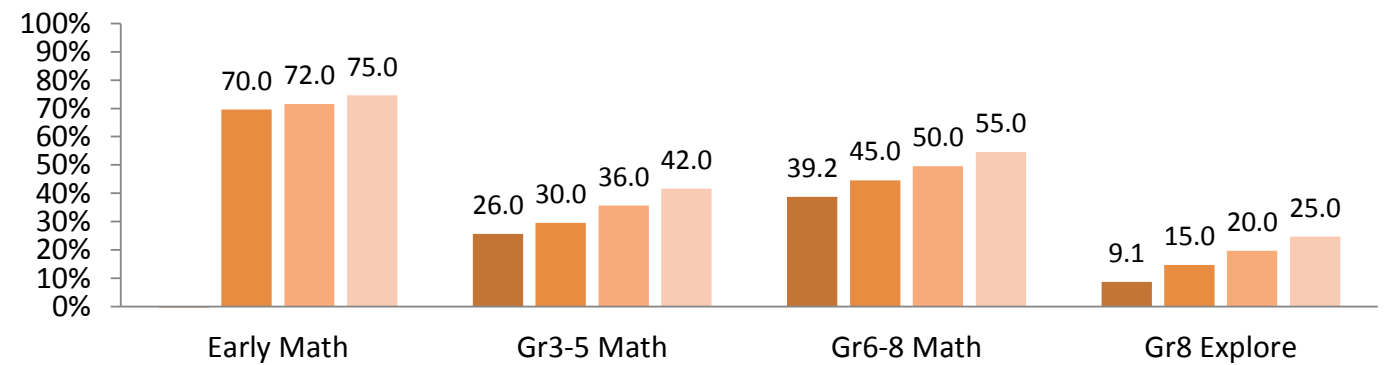
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name

To get started, please select your school's name from the drop down list:

Agustin Lara Elementary Academy

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
Paul Schissler	Principal
Rosario Badillo	Assistant Principal
Edgar Retana	Lead/ Resource Teacher
Deborah Murphy	Lead/ Resource Teacher
Maria Vazquez	Classroom Teacher
Ricardo Cervantes	Classroom Teacher
Christine Mitchell	Classroom Teacher
Fransisco Nunez	Classroom Teacher
Patricia Romero	Counselor/Case Manager



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	76.9	80.0	82.0	85.0		Early Math % of students at Benchmark on mClass	NDA	70.0	72.0	75.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.7	30.0	36.0	42.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	26.0	30.0	36.0	42.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.8	65.0	65.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.7	65.0	65.0	65.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.2	35.0	40.0	45.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	39.2	45.0	50.0	55.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.6	65.0	65.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	69.7	65.0	65.0	65.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	18.2	25.0	32.0	40.0		Explore - Math % of students at college readiness benchmark	9.1	15.0	20.0	25.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.0	96.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	10.4	10.0	10.0	10.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	66.0	69.0	72.0	75.0		ISAT - Reading % of students exceeding state standards	9.6	12.0	15.0	18.0
ISAT - Mathematics % of students meeting or exceeding state standards	74.2	76.0	78.0	80.0		ISAT - Mathematics % of students exceeding state standards	11.1	14.0	17.0	20.0
ISAT - Science % of students meeting or exceeding state standards	67.0	69.0	72.0	75.0		ISAT - Science % of students exceeding state standards	9.0	12.0	15.0	18.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<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. 	School Plans are made but not always followed through and/or we don't always evaluate what was implemented. There are clear measurable goals but not at 100% of evaluation. Need for a strategic plan is evident.	
	Principal Leadership ----->			3
	<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. 	Principal and teachers developed a Professional Learning Committee with lead teachers for the 2011-12 school year. Vision was focused on best practices and many teachers benefitted from participating. Individual needs may not have been met. Teachers would benefit from more consistent feed back. College and career readiness evident in Career Day, posters, displays, banners etc regarding college prep. Principal encourages families and students to attend College and high school fairs. Faciliatates field trip to university events. Teachers participate in goal setting meetings with administration to meet the goals of the REACH system. Focus on Discussion, Questioning and Engagemen pieces.	

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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>ILT is comprised of Bilingual teacher, special education, reading specialist, primary and upper grades. Plans by ILT affect all grade levels and teachers. ILT needs to improve on PD, accountability and coaching on new practices. Teachers are teamed in grade level bands to address needs in school wide programs. RTI team meets to develop plans to address student needs. CIWP team collaborates to develop school wide goals and activities.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<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>ILT is comprised of Bilingual teacher, special education, reading specialist, math specialist, primary and upper grades. Plans by ILT affect all grade levels and teachers. ILT needs to improve on PD, accountability and coaching on new practices. ILT reflects based on new data as it is presented. Peer observation opportunity provided in schedule. Teacher follow through not evident.</p>	3
Monitoring and adjusting ----->			
<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>Data is analyzed at all levels; implementation of best practices for individual students' needs is not always followed through based on data</p>	4

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>A common curriculum/scope and sequence is lacking in Language Arts school-wide, science/social science curriculum may not always be implemented with fidelity school wide. Teachers are using materials to determine curriculum. More guidance needed for future implementation of COmmon core standards. Teachers are aware of CCSS but materials do not always match or meet needs. Texts used in class are appropriate based on lexiles, etc. Special Ed and Bilingual students are supported in classrooms by Special Education and Bilingual teachers and aides.</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>A common curriculum/scope and sequence is lacking in Language Arts school-wide, science/social science curriculum may not always be implemented with fidelity school wide. Math Trailblazers in Primary grades. Math Thematics and CME Algebra in upper math grades</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 ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Teachers all have access to MAP data, ISAT DATA, DIBELS/IDEL as needed. Students are made aware of progress through individual meetings with teachers and posting of (encrypted) data in public spaces to encourage students. 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>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<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>Modeling the activity before student participation, student folders with student work and rubric to represent what the students needs to receive the highest score, centers, guided reading, small groups, DIBELS, IDEL, selection test at the end of the weekly reader. Need to improve rigor and levels of questioning.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<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>Response to intervention teams works to identify students in need.</p> <p>RIT band instruction addresses the needs of all students.</p> <p>NWEA data used to identify needs/gaps in student learning.</p> <p>Bilingual Lead and Reading Lead Teacher provide support to identified students in small group.</p>	
	Whole staff professional development ----->			2
	<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>PLC developed a year-long sequence of activities for the SY and executed PD; Implementation of the PD strategies/practices not evaluated or reflected upon consistently</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	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>Grade Level Collaboration through out the day and year, Prep times at same times for all grade levels every day, Regular scheduled grade level meeting times provided. Vertical team meetings scheduled at other times. Middle school meets every other week to collaborate. Teams in upper grades share ownership for scores. Lower grades have less shared ownership.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Peer observations were scheduled at the for the purpose of growing professionally, observing strategies in practice. Some peer coaching/mentoring is evident in earlier, self-contained grades. Support teachers spend more time on student support in small groups and less time on coaching. Feedback processes need improvement.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Middle school team focuses on providing rigorous curriculum in preparation for EXPLORE test.</p> <p>High school, a stepping stone, is spoken of almost daily in the upper grades. Case manager works with 7th and 8th graders to select high schools. Students have had opportunities to visit college campuses for field trips.</p> <p>Posters of colleges in Middle School, banners in the hallways, career day Middle school culture (career day, college banners, discussions</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Middle school students maintain the same homeroom teacher for all 4 years. Advisory allows for time to develop students. Use of Casa Tepeyac, SOS children village, In Home family counseling, Pink Panthers, sports. All students are invited to participate in all activities.</p>	
Behavior & Safety ----->			4	
	<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>FISH Incentive Program, incentives for student achievement</p> <p>Detention system for middle school.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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>School welcomes/encourages parent meetings to discuss child's progress. Grade level meetings held for every grade level. Parent Meetings with every grade level. Individual conferences as needed</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers maintain call logs on parent communication. Administration and teachers work with families to find community resources for support.</p>	
	Bonding ----->			4
	<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>Assemblies (i.e. Mother's Day assembly) and outside of school events (Skating party) and academic competitions include families</p> <p>FISH Incentive programs, incentives for student achievement, Pink Panthers program Family Reading Night Awards Ceremonies Mother's Day event May I Have This Dance Peace and Ed Coalition</p>	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<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. 	Casa Tepeyac. SOS childrens village. In home family counseling. Pink Panthers. Principal and AP visits to homes.	
	College & Career Exploration and election ----->			3
	<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. 	Career Day, field trips, invite students to think about college and career aspirations Posters of colleges in Middle School, banners in the hallways, career day	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Counselor works with students to find best fit for high school attendance. Teachers review data with students to set goals for academic achievement. RIT band instruction addresses needs of all students. Career day focus on career opportunities. Rigor needs improvement.		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	book clubs math clubs, sports, soccer, basketball, volleyball		

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	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. 	EXPLORE	
	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. 	NA	
	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. 	Middle Grades via a departmental setting helps smooth the transition to a HS schedule, and the looping with homerooms for 4 years helps to ease the transition from 4th grade to the “MS”. PRE K to kinder testing by kinder teacher.	

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 ----->			4
	<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>Staff is included when discussing discretionary funds to support student achievement (i.e. technology in the classrooms) Funds used to support school programs and achievement.</p> <p>Weekly staff meetings, emails to staff.</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>Staff not always included in the hiring process. Most applicants have a connection to the school. Grades and course teams assembled based on expertise and needs.</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>Student needs are priority in schedule. Teacher teams are able to meet daily if needed based on the schedule . Intervention blocks included after school and in pullout.</p>	

Mission & Strategic Priorities

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

Mission Statement

The Mission of Agustin Lara Academy is to provide all of our students with the highest quality and rigorous learning experiences through the use of best instructional practices, high quality instructional materials, and modern educational technology to create a safe and productive school environment that ensures a solid foundation in the early elementary grades that are fundamental for the social, emotional, and academic demands of late elementary and middle school in order to successfully transition to secondary and higher education.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide rigorous high quality Literacy instruction in all grades using the highest quality instructional materials and pedagogy.	Based on our data only 66. % of our students are meeting and or exceeding state standards on ISAT. Explore data shows that 18 % of our 8th graders are meeting their goals in reading.
2	Provide rigorous high quality Mathematics instruction in all grades using highest quality instructional materials and pedagogy.	Based on our data only 74.2% of our students are meeting and or exceeding state standards on ISAT. Explore data shows that 9.1% of our 8th graders are meeting their goals in mathematics.
3	Provide rigorous ESL and bilingual instruction in all grades to provide best possible transition for all ELL students.	Based on our large ELL population the need to improve our ESL instruction and the transition of students to be proficient in EnglishStaff is included when discussing discretionary funds to support student achievement (i.e. technology in the classrooms) Weekly staff meetings, emails to staff. Staff is included when discussing discretionary funds to support student achievement (i.e. technology in the classrooms) Weekly staff meetings, emails to staff.
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
Provide rigorous high quality Literacy instruction in all grades using the highest quality instructional materials and pedagogy.	Based on our data only 66. % of our students are meeting and or exceeding state standards on ISAT. Explore data shows that 18 % of our 8th graders are meeting their goals in reading.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide Compass learning	Instruction	All	Principal	On-going			
Reading Resource teacher	Instruction	Other student group	Ms. Murphy	On-going			
Targeted Afterschool program for students identified	After School/ Extended Day	Other student group	Principal	On-going			
Before school reading tutors	Instruction	Other student group	AP/LLT/ESP's	On-going			
Provide Take-home materials	Parental Involvement	Other student group	AP/LLT	On-going			
Differentiated instruction based on data results/DIBELS/IDEL/MAP/ Small group instruction	Instruction	All	All	On-going			
RIT Band Instruction provided daily	Instruction	All	All	On-going			
Develop Unit Plans related to Common Core Standards	Instruction	All	All	On-going			
Provide instructional materials to support classroom instruction	Instructional Materials	All	Principal	On-going			
Provide additional teaching staff to reduce over all class sizes.	Instruction	All	Principal	On-going			
Provide full day Kindergarten	Instruction	Other student group	Principal	On-going			
Provide a Kindergarten Assistant	Instruction	Other student group	Principal	On-going			



Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Provide rigorous high quality Mathematics instruction in all grades using highest quality instructional materials and pedagogy.	Based on our data only 74.2% of our students are meeting and or exceeding state standards on ISAT. Explore data shows that 9.1% of our 8th graders are meeting their goals in mathematics.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide CME Algebra for all 8th grade students	Instruction	All	Principal	On-going			
Provide standard base instructional materials	Instructional Materials	All	Principal	On-going			
Provide native language mathematics materials for K-8	Instructional Materials	All	Principal	On-going			
Align materials and instruction to meet Common Core Standards	Instructional Materials	All	All	On-going			
Departmentalize in grades 5 through 8th	Instruction	All	All	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
Provide rigorous ESL and bilingual instruction in all grades to provide best possible transition for all ELL students.	Based on our large ELL population the need to improve our ESL instruction and the transition of students to be proficient in EnglishStaff is included when discussing discretionary funds to support student achievement (i.e. technology in the classrooms)

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Full Day Kindergarten with Certified Bilingual Teachers	Instruction	All	Principal	On-going			
Purchase reduce class size positions	Instruction	All	Principal	On-going			
Purchase native language materials to support bilingual instruction	Instructional Materials	English Language Learners	Principal	On-going			
Bilingual Resource Teacher Push-in pull-out program	Instruction	English Language Learners	Mr. Retana	On-going			
Provide After school ELL program	Instruction	English Language Learners	Principal	On-going			
RIT Band Instruction	Instruction	All	All	On-going			



Strategic Priority 3



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