



2012-2014 Continuous Improvement Work Plan

Minnie Mars Jamieson Elementary School

Ravenswood-Ridge Elementary Network

5650 N Mozart St Chicago, IL 60659

ISBE ID: 150162990252285

School ID: 610011

Oracle ID: 23931



Mission Statement

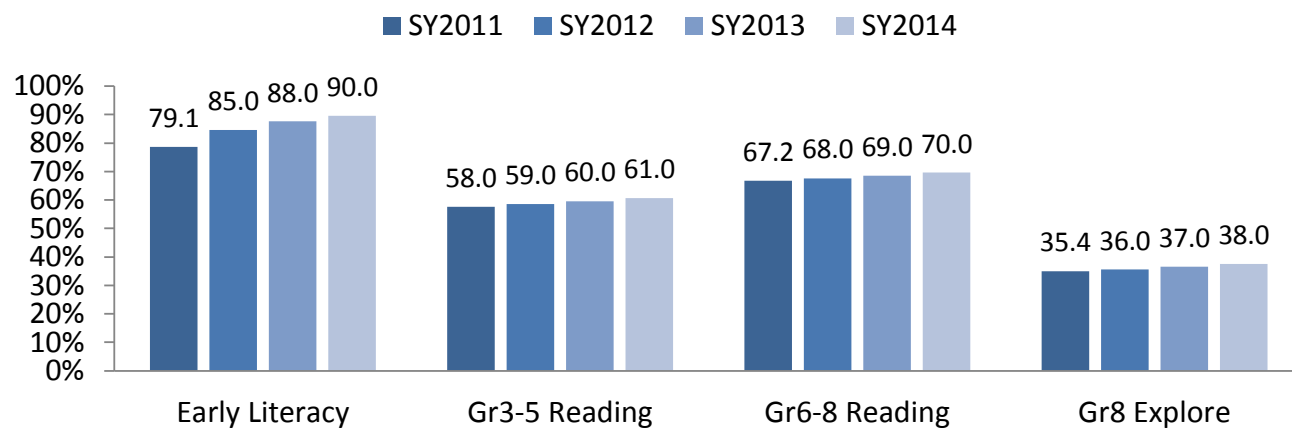
If we focus on a rigorous, thoroughly mapped and planned approach to teaching the Common Core State Standards, improving instruction and assessments, ensuring a strong foundation in literacy and numeracy in all subjects, including the arts, while using a balanced literacy approach for differentiated instruction with an emphasis on student engagement and writing, Then we will be more successful and capable in tailoring our instructional practices to better meet the learning needs of all students, improving their achievement, and ensuring their continued growth and success while preparing them for college or the world of work.

Strategic Priorities

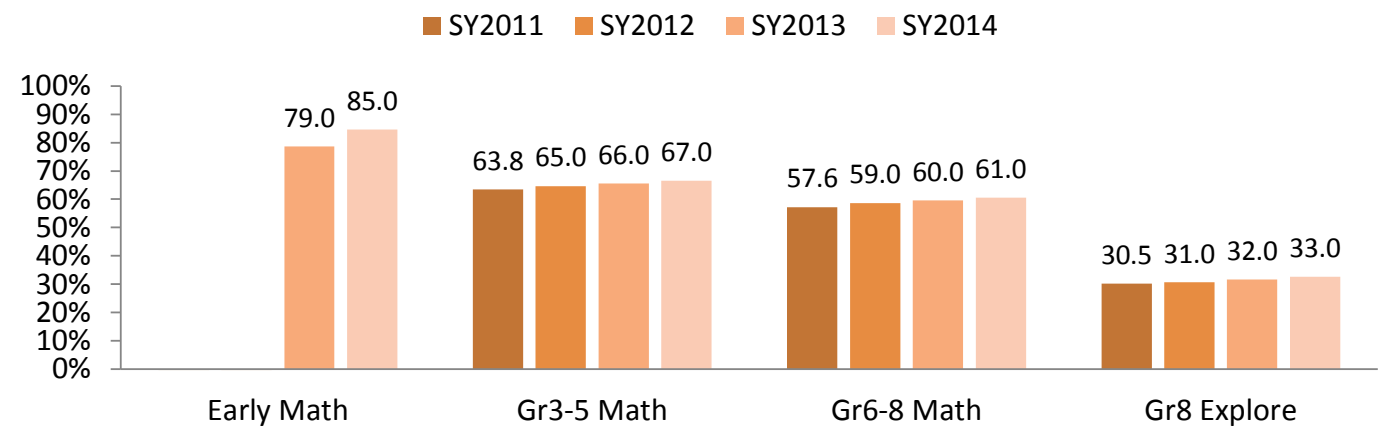
1. Learning, mapping, and instructing using the Common Core State Standards
2. Increase differentiation and students' active engagement in lessons.
3. Writing to express understanding and convey knowledge and opinion

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Minnie Mars Jamieson 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
Robert Baughman	Principal
Efren Toledo	Assistant Principal
Slavka Fager	Counselor/Case Manager
Robert Newton	Classroom Teacher
Charles Feeney	Classroom Teacher
Kathleen Pairitz	Classroom Teacher
Thomas Skordalos	ELL Teacher
Christy McGowan	Special Education Faculty
Mary Regula	Parent/ Guardian
Kelly Sherman	LSC Member
Joshua Freedland	LSC Member
Georgia Droulias-Schwarz	Community Member



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	79.1	85.0	88.0	90.0		Early Math % of students at Benchmark on mClass	NDA	NDA	79.0	85.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	58.0	59.0	60.0	61.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	63.8	65.0	66.0	67.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	70.1	70.3	71.0	72.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	72.1	73.0	74.0	75.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	67.2	68.0	69.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	57.6	59.0	60.0	61.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	62.7	64.0	65.0	66.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	66.1	67.0	68.0	69.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	35.4	36.0	37.0	38.0		Explore - Math % of students at college readiness benchmark	30.5	31.0	32.0	33.0



Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.7	96.0	96.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	8.1	8.0	7.9	7.8

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	78.7	80.0	81.0	82.0		ISAT - Reading % of students exceeding state standards	23.7	25.0	27.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	89.8	90.0	91.0	92.0		ISAT - Mathematics % of students exceeding state standards	37.5	39.0	41.0	44.0
ISAT - Science % of students meeting or exceeding state standards	86.9	88.0	89.0	90.0		ISAT - Science % of students exceeding state standards	29.2	31.0	33.0	36.0

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. 	<p>Use of NWEA and SIPAAA data to determine school effectiveness and areas of weaknesses. Data used to determine school, classroom, and student growth goals. (and Bilingual specifically targeted).</p> <p>There is a clear, school wide Theory of Action for a general approach to improving teaching and learning. (not specific to content, grade). Key levers of Balanced Literacy, growth goals, and writing mentioned .</p>	
	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. 	<p>Professional learning is organized around school wide goals and is incorporated into weekly and team meetings with teachers. Professional learning incorporates use of student work and NWEA information to help inform decisions.</p> <p>Principal's vision is clear and based on student ISAT and NWEA data as well as observational data and teacher input.</p> <p>Principal has improved the teaming and professional learning cycle at the building by establishing systems of professional development for the staff, clear expectations of both staff and students, and supports for staff (Compass, JiJi, Balanced Lit. materials) to successfully implement best practices and improve teaching and learning. As referenced in the CCSR survey the principal should continue to improve on demonstrating his knowledge of how children learn and setting high standards for student learning.</p> <p>Principal has established regular parent workshops to address social/emotional and academic needs of the students and families</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<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>A core group of teachers performs nearly all leadership duties in the school. However, there are floor captains designated for support regarding Impact and Gradebook needs.</p> <p>Although all opportunities for input are communicated to staff via many modes (calendar updates, announcements, weekly emails) a few voices tend to contribute to the majority of decision-making at the ILT meetings.</p> <p>Team meetings have greater teacher input from all participating teachers.</p> <p>Various teams have been formed and have varied representation from the teaching staff to support implementation of specific initiatives (ILT, Curriculum team, Bilingual team, SIPAAA/CWIP team, Union representative, Grant writers.).</p> <p>Teachers have equity of voice in grade/course, ILT and whole staff meetings.</p> <p>Each teacher is encouraged to share learning about effective practice and to observe other teachers' practices during the regular school day.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<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>The ILT is comprised of a variety of teaching experts from all grade level bands and departmental subjects, including special education and bilingual education.</p> <p>The ILT takes a role in determining the Problem of Practice and focus of both full faculty development as well as team meeting focus topics.</p> <p>The ILT is the direct communication between individual teachers and the ILT for input and needs.</p> <p>The ILT has analyzed student data to help determine school needs and focus for professional development. Based on Collaborative Responsibility results from the CCSR survey, the ILT's role in support should be expanded to include supporting other teachers to feel responsible to always do their best and support students who are not succeeding in the school. This will improve teacher trust and collaboration.</p>	2
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>The school has a systematic approach to analyzing data (whole school beginning and end of year review, grade level meetings - after each MAP assessment) and teachers use this information to guide instructional practices in grouping and tailoring student instruction.</p> <p>Team/Administration meet bi-monthly to discuss various forms of data and student learning.</p> <p>Lexile based classroom libraries allow teachers to tailor reading instruction.</p>	3

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
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>Each grade has mapped a year long scope and sequence for all content areas except Reading. Each team is currently engaging in mapping reading and aligning with CCSS. Other subjects will eventually be aligned to CCSS.</p> <p>Teams have begun to align units of instruction. A variety of text and materials are utilized to implement a varied (including informational) and complex grade-appropriate level of instruction. We are currently reviewing the alignment with CCSS. Teams meet weekly with their special education teacher representative to help ensure students with disabilities experience success with the core material. No ELL teacher representative is able to meet at weekly meetings due to current ELL teacher funding.</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>Each grade level has a set of instructional materials that are aligned with state standards and we are working on alignment with CCSS.</p> <p>Instructional materials provide numerous supports for both ELL and Special education students.</p> <p>Instructional materials have yet to be aligned with CCSS.</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>				

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Assessment ----->			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>School-wide teacher team and classroom data is organized and available to all who need it immediately after each assessment.</p> <p>Teams utilize and have become more familiar with comprehension screening, diagnostic, benchmark, formative, and summative assessments to help drive decisions to teaching and learning.</p> <p>All curriculum and assessments are currently aligned to state standards and we have begun aligning to CCSS.</p> <p>Special education teachers take the lead role in making appropriate accommodations and modifications to ensure the success of students with disabilities. Teachers are also very capable if immediate accommodations and modifications are needed and the special education teacher is unavailable.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instruction ----->			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>The majority of teachers clearly communicate the learning objective, directions, and procedures but not always the relevance of learning.</p> <p>Through our instructional rounds we found teachers using low and high-level questioning techniques that promote student thinking and understanding.</p> <p>Our curriculum content (with the exception of Reading/LA) has been purposefully backwards mapped and aligned to state standards. Math K-8; Science and Social Studies 5-8. Reading/LA was started this year using CCSS.</p> <p>Scaffolding of instruction to achieve a deeper understanding of content is utilized by all teachers and benefits all students including those with disabilities and English language learners.</p> <p>Each teacher uses formative assessments (MAP, Dibels, ST Math, teacher and text created) during instruction to monitor student progress and check for understanding of student learning.</p> <p>Accoring to Spring NWEA results our school wide student meeting</p>	

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
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>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school is growing in its ability to systematically administer diagnostic assessments to identify particular skill gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialist, one on one support and additional supports outside of the classroom. Interventions are closely monitored by the teacher and Rtl coordinator and adjustments are made every 4-6 weeks. Preliminary results from Spring Map testing have indicated that over 90% of students in grades k-3 participating in the Rtl tutoring/monitoring program for Tier 2 have shown significant growth in the exceeding growth goals in reading. A comparison between their increase and classroom and grade level average will be completed. This indicates the program may need to be expanded to include more primary students, especially in second grade if classroom growth percentiles are below school average.</p>	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>The school sets clear, year-long focused plan for professional development aligned to school-wide priorities and student growth goals. We ensure that professional development is ongoing, job-embeded and relevant to teachers by incorporating PD into our set aside PD days, Weekly grade-band and whole school meetings, and twice monthly team/administrative meetings. As mentioned in the CCSR survey, teachers need to be encouraged to share with staff activities learned and successfully used from professional development sessions. The principal should also continue to encourage teachers to demonstrate within their classroom learned</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: 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>Teachers collaborate in regular cycles: weekly meetings around teaching/learning/student data, and quarterly school wide to work on school wide focus and goals.</p> <p>Teacher teams share ownership for results in student learning.</p> <p>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Coaching takes place through administrator-teacher interaction, teacher-teacher interaction or through the few district-sponsored induction programs or coaches supplied with text adoption.</p> <p>Teacher professional development is solely determined by the individual teacher.</p> <p>Teachers occasionally receive quality feedback to support individual growth.</p> <p>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<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>Every homeroom teacher reinforces school academic expectations by meeting with students 3x/year (following MAP test) to set academic goals and strategies to achieve them.</p> <p>College and career expectations are also reinforced with school wide incentives for student growth (as measured by MAP) and for behavior and effort (teacher selected student of the month).</p> <p>The entire school is also working on professional development on paragraph and content writing centered on the CCSS.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few 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>Students have adult advocates.</p> <p>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior.</p> <p>Students with disabilities as well as English language learners are engaged in the school community, including both physical and social intergration.</p> <p>Students and teachers demonstrate value of home language and culture. As referenced in the CCSR survey results outreach to parents is in need of improvement. Teachers need to be encouraged by administration and one another to promote stronger personal interaction with parents , encouraging feedback, inviting them to their classrooms and improving communication to</p>	
Behavior& Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The school utilizes a common and consistent approach to discipline, rewarding students for positive behavior (i.e. student of the month), but also through morning or afternoon detention which utilizes a reflective practice for students to complete. Jamieson also utilizes a school wide attention signal for large groups, and all teachers utilize a progressive (one on one meetings, parent contact, lunch with the teacher, blue (warning) slip to parents, detention, and misconduct) based on the frequency and serverity of the infraction</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Principal provides clear information for families on school performance (ISAT annually at open house, NWEA - after each testing cycle), and accurately explains this information (at PAC, BAC, LSC, and evening parent meetings) so that families understand its relevance to their children as well as the plan for improvement.</p> <p>Teachers provide clear information for families via class web page, notes home, three quarterly progress notes on what students are expected to achieve.</p> <p>The school makes families aware of their choices and opportunities to improve the education of their child(ren).</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>All staff engage in ongoing, two-way communication with families by providing parent-portal training and recruitment, sending home 3 progress reports per quarter, having two open houses (one for K-4 students and the other for 5-8 students). All teachers maintain a class web page with weekly skills updates and daily/weekly homework .</p> <p>Jamieson teachers, students, and parents are provided with an</p>	
Bonding ----->			2	
	<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>Guests at Jamieson are greeted by both the security guard and the office staff with a friendly greeting and a question of how we can help.</p> <p>School staff provides occasional opportunities for families and community members through our family reading night, spelling bee competition, Science and History Fairs, multiple drama productions, student winter performance, spring kindergarten tea, and various parent speakers (Executive functions, Selective enrollment night, 7 things parents do wrong when raising their children, etc.)</p>	

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
6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Jamieson provides some outreach to families in need of specialized support in areas like: dental screenings, vision exams, RtI and TAG (targeted Accelerated Growth) programs, tutoring for special needs and ELL students before school, and CPD programs such as DARE and the Commander's Youth group. We also provide social/emotional services for our middle school students utilizing</p>	
	College & Career Exploration and election ----->			1
	<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. 	<p>Information about College and Career choice is provided through our school's High School Fair, an 8th grade visit to the Dirkson Federal Building, and 8th grade students participating in the Lawyers in the Classroom program. We also provide students in grades 6-8 with the opportunity to attend the High Jump program.</p>	
Academic Planning ----->			1	
<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. 	<p>Jamieson provides support for students' college and career goals through rigorous academic standards and expectations. 92% of our 8th grade class qualified for selective enrollment testing, 57% (39/68) of the students who applied were accepted to a selective enrollment school.</p> <ul style="list-style-type: none"> Our 8th graders have the option to take H.S. Algebra. Our 6th-8th grade students are provided the opportunity to apply for High Jump. 		
Enrichment & Extracurricular Engagement ----->			2	
<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. 	<p>Although funding for ASAS was cut this school year, Jamieson still provides extracurricular and enrichment opportunities in programs such as: You be the Chemist, Writers Club, Chess club, Drama club, student council, Newspaper, violin classes, and CPS sports programs</p>		

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 ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Jamieson students participate in MAP, Dibels, TRC (Dibels 3-D), CC Quarterly benchmark, and 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. 	N/A	
Transitions ----->			2	
	<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. 	<p>Programs for Tansition to kindergarten include: Step up to kindergarten and our Kindergarten Tea (spring). (Jamieson's lack of space does not allow the school to house a pre-K program.</p> <p>Other transitions include: Parent benchmark grade information night, H.S. fair, Selective enrollment information night, Special education, and some general (k-8) education, summer transition packets to be completed by the family prior to the new school year starting.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>We align our discretionary spending with priorities like: reduced class size teacher, two special arts teachers (arts education and 5 common planning periods per week for teachers), a Rtl coordinator and two tutors for students. We also purchase 0.5 bilingual teacher to provide a full time bilingual teacher.</p> <p>Our use of resources to focus on student learning include: Compass Learning for differentiated instruction based on MAP scores, ST Math program and classroom project grants to spur innovation and competition.</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>When I have vacancies I can hire for I assess the student needs, staff capacity and scheduling priorities.</p> <p>The school has used both a multi-step and administrative selection process in making decisions about staffing and hiring. Both contain a protocol for questioning, philosophy and commitment to teaching.</p> <p>Staff positioning is designed to create the most effective teams, place individuals in content/ grade levels that their expertise will clearly improve and benefit student improvement.</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>Current school schedule allows for teachers to have 5 common preps per week (one per day), provides struggling students with additional support time for Rtl/tutoring, TAG (Targeted Accelerated Growth) programs as well as computer based programs (Compass Learning and ST Math).</p> <p>Proposed schedule for the 2012-2013 school year is still under consideration.</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

If we focus on a rigorous, thoroughly mapped and planned approach to teaching the Common Core State Standards, improving instruction and assessments, ensuring a strong foundation in literacy and numeracy in all subjects, including the arts, while using a balanced literacy approach for differentiated instruction with an emphasis on student engagement and writing, **Then** we will be more successful and capable in tailoring our instructional practices to better meet the learning needs of all students, improving their achievement, and ensuring their continued growth and success while preparing them for college or the world of work.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Learning, mapping, and instructing using the Common Core State Standards	CCSS are state and district requirements and will be the standard for which the 2014-2015 state assessment is based. CCSS also promotes a deeper understanding of material and use of higher order, critical thinking skills from the students.
2	Increase differentiation and students' active engagement in lessons.	To decrease the achievement gap and support all students (general education, bilingual, students with special needs, low income, etc), differentiation of material to meet their current academic level and move them to a high level of understanding is needed. Promoting stronger student engagement in lessons will promote a responsibility for their own learning, support collaborative structures, and follows best practices for promoting higher levels of thinking and engagement.
3	Writing to express understanding and convey knowledge and opinion	A coherent, well sequenced writing curriculum will promote strong academic understanding and the ability to express understanding and opinion to a larger audience. Academic writing is essential to success in high school, college, and many work environments.
4		
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
Learning, mapping, and instructing using the Common Core State Standards	CCSS are state and district requirements and will be the standard for which the 2014-2015 state assessment is based. CCSS also promotes a deeper understanding of material and use of higher order, critical thinking skills from the students.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
2012-2013 Grades 1-8 PD E/LA CCSS-using Train the Trainer Model. Kindergarten team trained in the Spring 2012.	Professional Development	All	Trainers (kindergarten Team, Administration)	Quarter 1	Quarter 4		
Quarter 1 (G1-5): Unpack and Repack the CCSS	Professional Development	All	Teachers/Trainer	Quarter 1	Quarter 1		
Identify Knowledge and Skills within Each Standard	Professional Development	All	Teachers/Trainer	Quarter 1	Quarter 2		
Identify Essential Skills	Professional Development	All	Teachers/Trainer	Quarter 1	Quarter 2		
Develop Content Objective	Professional Development	All	Teachers/Trainer	Quarter 1	Quarter 2		
Develop Language Objective	Professional Development	All	Teachers/Trainer	Quarter 1	Quarter 2		
Identify Instructional Supports	Professional Development	All	Teachers/Trainer	Quarter 1	Quarter 2		
Build Understanding of Vertical Progression	Professional Development	All	Teachers/Trainer	Quarter 1	Quarter 2		
Quarter 2 (G6-8) Same as Quarter 1 (1-5)	Professional Development	All	Teachers/Trainer	Quarter 2	Quarter 3		
Quarter 3-4 (G1-8) Develop Assessments, Unit/Lesson Plans and Curriculum Maps	Professional Development	All	Teachers/Trainer	Quarter 3	Quarter 4		
Assessments that measure essential skills where students will demonstrate with 80% accuracy their mastery of such skills.	Instructional Materials	All	Teachers/Trainer	Quarter 3	Quarter 4		
Develop Unit/Lesson Plans	Instructional Materials	All	Teachers/Trainer	Quarter 4	Quarter 4		



Strategic Priority 1

Develop Curriculum Map	Instructional Materials	All	Teachers/Trainer	Quarter 4	Quarter 4		
All teachers of English/LA will implement the CCSS for English and Language Arts completing 85% of planned curriculum with weekly or quarterly reflection sessions at team meetings to monitor and adjust as needed. All teachers of mathematics will work on CCSS for Math.	Professional Development	All	Teachers/Trainer	Year 2	On-going		
Weekly after school Professional Development meetings will utilize a minimum of 1 hour to collaborate on CCSS.	Parental Involvement	All	Teachers/Trainer	Quarter 1	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Increase differentiation and students' active engagement in lessons.	To decrease the achievement gap and support all students (general education, bilingual, students with special needs, low income, etc), differentiation of material to meet their current academic level and move them to a high level of understanding is needed. Promoting stronger student engagement in lessons will promote a responsibility for their own learning, support collaborative structures, and follows best practices for promoting

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Apply centers to content area/curriculum	Instruction	All	Teachers	Quarter 1	On-going		
Students will meet after each NWEA test with their Teacher for academic conferencing. Students will monitoring their progress throughout the year.	Other	All	Teachers	Quarter 1	On-going		
Administration team will provide ongoing professional development in strategies and techniques to improve student's active engagement in the lessons.	Instruction	All	Administration	Quarter 1	On-going		
Teachers will incorporate more "active learning" activities into their daily lessons in all subjects by 50%.	Instruction	All	Teachers	Quarter 1	On-going		
Administration will begin purchasing more rigorous non-fiction text for classroom use to meet CCSS requirements.	Instructional Materials	All	Administration	Quarter 1	On-going		
Teachers will increase the use of higher order questions and activities by 50% in all subject areas.	Instruction	All	Teachers	Quarter 1	On-going		
School will invest in technology to promote student learning through ST Math, computer stations in each room, and ipads for primary grades.	Supplies	All	Administration	Quarter 1	Quarter 1		
School will provide teachers with substitute coverage to engage in ongoing professional development, instructional rounds, and peer classroom observations.	Professional Development	All	Administration	Quarter 1	Quarter 4		
School will provide an independent RTI coordinator and tutors to assist in intervention strategies.	Staffing	Other student group	Administration/RTI Coordinator	Quarter 1	Quarter 4		



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
Writing to express understanding and convey knowledge and opinion	A coherent, well sequenced writing curriculum will promote strong academic understanding and the ability to express understanding and opinion to a larger audience. Academic writing is essential to success in high school, college, and many work environments.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students will engage in quarterly writing assignments around various formats: Extended Response, Informational, explanatory, research, and argument/persuasive.	Instruction	All	Teachers	Quarter 1	On-going		
Faculty will complete allignment, scope and sequencing of writing for grades k-8.	Instructional Materials	Not Applicable	Teachers/Admin.	Quarter 1	Quarter 1		
The school and teams will collaboratively create common writing rubrics	Instructional Materials	All	Teachers/Admin.	Quarter 1	On-going		
Students will engage weekly in small writing pieces (paragraph) within all content areas including special arts.	Instruction	All	Teachers	Quarter 1	On-going		
School and staff will begin looking into a common framework for teaching writing k-8	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 4		
Teams will meet one day a week with administrative support for ongoing teaming and collaboration centering around writing instruction and student needs.	Professional Development	All	Teachers and Administrators	Quarter 1	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
Teacher/Student Conferencing	Instructional Materials	All	All	Quarter 1			
Student Written ILP and growth goals	Instruction	All	All	Quarter 1			
Student created excel sheets monitoring progress	Equipment/Technology	All	Students	Quarter 1			



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