

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:	Maria Saucedo Elementary Scholastic 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
Isamar Vargas	Principal
Gilberto Piedrahita	Assistant Principal
Holly Krueger	Other
Sabra Virgil-Thomas	Counselor/Case Manager
Mary Mendoza-Ramirez	LSC Member
Martha Arriaga	LSC Member
Sara Dabagia	Other
Luz Zavala	LSC Member

Mission Statement

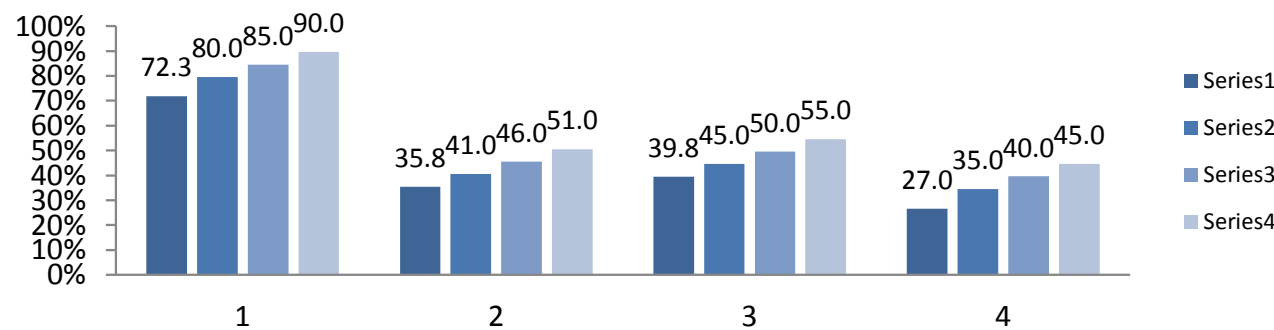
Our vision is to empower students to be college and career-ready and become productive citizens with respect for individual differences, community values, and the environment. Our mission is to graduate intelligent and well-rounded students with critical thinking and academic skills by providing a rigorous and comprehensive curriculum taught in collaboration with all stakeholders in a safe and nurturing environment where the social, emotional, physical, and intellectual development of each child is fostered school-wide.

Strategic Priorities

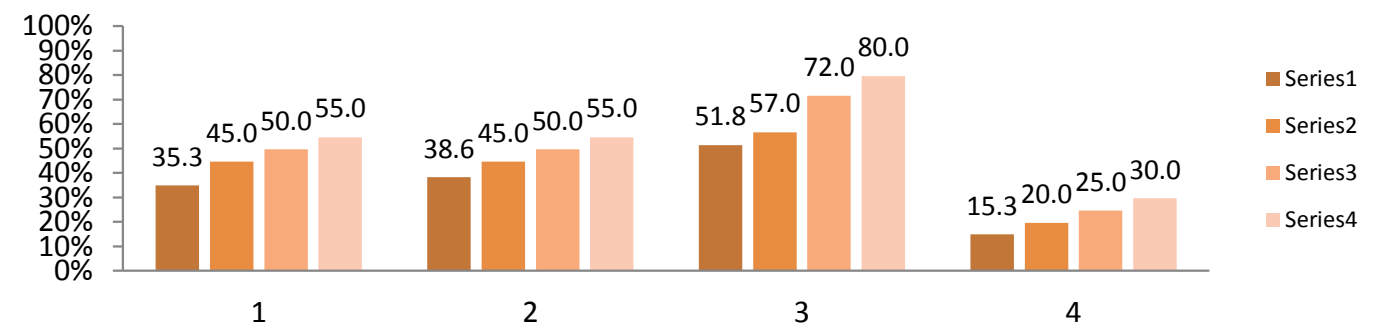
1. By working with each grade level to unpack the CCSS, develop performance assessments and interventions and using the DOK we will be empowered to design rigorous daily tasks aligned to the CCSS.
2. 100% of our teacher will be able to deliver mini-lessons across all content areas with a focus on the teaching point.
3. Teachers in the monolingual and the bilingual program will collaborate to develop unit plans, progress monitor and use formative data to drive instruction.

School Performance Goals

Literacy Performance Goals



Math Performance Goals



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	72.3	80.0	85.0	90.0		Early Math % of students at Benchmark on mClass	35.3	45.0	50.0	55.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	35.8	41.0	46.0	51.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	38.6	45.0	50.0	55.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.9	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.5	62.0	67.0	72.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	39.8	45.0	50.0	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	51.8	57.0	72.0	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.8	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	56.3	62.0	67.0	72.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	27.0	35.0	40.0	45.0		Explore - Math % of students at college readiness benchmark	15.3	20.0	25.0	30.0

Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.8	98.0	99.0	99.0					
					Misconducts Rate of Misconducts (any) per 100	19.4	10.0	7.0	5.0

State Assessment

All Grades	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
% Meets & Exceeds						% Exceeds				
ISAT - Reading % of students meeting or exceeding state standards	76.1	80.0	85.0	90.0		ISAT - Reading % of students exceeding state standards	16.0	20.0	25.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	88.5	90.0	95.0	97.0		ISAT - Mathematics % of students exceeding state standards	24.3	30.0	35.0	40.0
ISAT - Science % of students meeting or exceeding state standards	80.3	85.0	90.0	95.0		ISAT - Science % of students exceeding state standards	10.8	15.0	20.0	25.0

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 ----->			
	<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>Rating – 2.5</p> <p>Because less than 20% of our students are currently exceeding in the reading part of the ISAT, we developed a Theory of Action focused on reading CCSS and mini-lessons. We also set end of the year goals for grades primary k-2, 3-5, 6-8, EXPLORE. Grade level meetings are guided by data, teachers develop quarterly goals for the students and for each grade level.</p>	
	Principal Leadership ----->			
	<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>Rating - 2</p> <p>Grade level meetings are differentiated based on the needs and the data of each team. After each observation we develop a set of suggestions for improvement, they included peer observations. We have identify teachers strengths and empowered them to conduct in-house PD. The ILT uses the ToA (Theory of Action) to schedule peer visits and develop PD.</p> <p>We communicate to our community the current academic state of the school and the goals for the next four years. The parents are also aware of our ToA, CCSS and the purpose and benefits of the implementation of the mini- lessons.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			scale
<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>Rating – 2.5</p> <p>Our ILT is represented by BLT, the Union Rep, the Curriculum Coordinator, the RTI Coordinator, Sped Ed department and a representative from each grade level band. These members design, schedule and lead learning walks, data analysis and the development of Learning Cycles.</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>Rating – 2</p> <p>Our ILT is represented by all the grade level bands and departments; however, this is the first year that the ILT at Saucedo is empowered to look at data and plan cycles, learning walks and future PD based on student data.</p>	
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>Rating – 2.5</p> <p>The school is in the beginning stages of data driven instruction. The ToA was developed based on the data from formative and summative assessments, however, grade levels are not yet proficient in this area. The RTI team is leading grade level meetings in the use of data to design interventions and to differentiate instruction.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			
	<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>Rating - 2</p> <p>Most grade levels have a year long scope and sequence mapping out CCSS. We should be finished with this process by the month of August 2012.</p> <p>We are in the process of purchasing additional non-fiction leveled books in both, Spanish and English. We set aside funding to purchase the CCSS bundles that will be offered by CPS during the summer of 2012.</p>	
	Instructional materials ----->			
	<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>Rating - 2.5</p> <p>We will be purchasing CPS CCSS bundles, because we are increasing the number of leveled books we will be able to increase the support of ELL students and students with disabilities.</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 ----->			
<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>Rating – 2.5</p> <p>This is the first year that most teachers use data to guide discussions about interventions and goal setting.</p> <p>Teachers are using data for the first time to crate RTI folders and design interventions and they are been held accountable for this work.</p> <p>The school does not analyze student extended responses; this is a priority for the next school year. The only data used comes from the district mandated assessments.</p> <p>Currently teachers are receiving introductory training on performance assessments, about 25% of the teachers are implementing this strategy.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			
<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>Rating – 3</p> <p>In collaboration with the Network and the ILT team as of 12/2011 we noticed that less than 50% of our teachers communicate the standards-based learning objectives; often the students are unable to explain what they are learning and why they are learning the skill taught. After the last learning walk conducted in 5/2012 the number of classroom with a clear learning objective increased to 70%</p> <p>More than 65% of the teachers at Saucedo stay at the basic levels of critical thinking (DOK levels 1 and 2).</p> <p>Over the past 9 months, we have pushed for the use of formative assessments data to monitor progress and design intervention plans.</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			
<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>Rating – 2.5</p> <p>About 85% of our teachers have completed and updated RTI folders. Every quarter these interventions are monitored using formative assessments. Grade level meetings are aimed to create intervention plans for individual students and develop goals. During the next school year with the longer day schedule we will be implement a school wide intervention system.</p> <p>Small group instruction is evident in about 60% of the classrooms.</p>	
Whole staff professional development ----->			

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	<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>Rating- 3</p> <p>In collaboration with the ILT, we developed a Theory of Action and Learning Cycles. To monitor the progress of these two living documents, the ILT schedules peer visits; the administrators (in collaboration with the network) visit classrooms to gauge the progress of the cycle. Based on the results of these visits to the classrooms, we identified who were the teachers and/or team of teachers who need the most support. In addition, the Reading Coach also meets with these teams they are observed and lessons are modeled to these teachers and/or team of teachers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3	Grade-level and/or course teams ----->			
	<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>Rating – 2.5</p> <p>At Saucedo, we hold Grade Level meetings with administration, RTI team, and the Reading Coach every four weeks. The purpose of these meetings are to:</p> <ol style="list-style-type: none"> 1. Discuss student data . 2. Plan interventions. 3. Develop quarterly goals. <p>We are still in the primary stages of planning and coordinating with the Bilingual and Special Education departments.</p>	
	Instructional coaching ----->			

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Typical School	Effective School	Evidence	Evaluation
<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>Rating – 3.5</p> <p>With th ecollaboration of the ILT we conduct learning walks we also conduct 10 minute observations, and observations with the network to assess the needs of the teachers. We have identified those teachers who can train other teachers and we have also identified teachers who need intensive assistance. PD at the grade level is based on observations and the results of formative assessments.</p> <p>Peer coaching is used, master teachers videotape their lessons and these videos are used to train faculty members who are presenting difficulties in the execution of effective lessons.</p> <p>Feedback is given no later than 24 hours after the visit.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			
	<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>Rating – 3</p> <p>The teachers at Saucedo have high expectations for their students which is evident when analyzing the academic growth of our students as a whole. For the most part, the teachers are on board with the initiatives of increasing rigor; 100% of the Grade Level teams work collaboratively to unpack the CCSS.</p> <p>25% of the Eighth Graders were accepted to Selective Enrollment high schools.</p>	
	Relationships ----->			
	<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>Rating – 3</p> <p>The teachers at Saucedo often volunteer to stay after school and sponsor different activities; all the activities include our General, ELL and SpEd students. Saucedo has a very strong Music Department that prepares students to be proficient musicians and empowers them to be accepted to selective enrollment high schools with music programs.</p> <p>At Saucedo, we celebrate and embrace our Hispanic Heritage and Bilingualism by celebrating the various festivities of the Hispanic Culture.</p>	
Behavior & Safety ----->				

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Typical School	Effective School	Evidence	Evaluation
<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>Rating – 4</p> <p>The teachers at Saucedo use the CHAMPS program. The number of discipline referrals for the SY 2010-2011 was 19%; our goal is to reduce this number to 10% - as of today, we are on track to reaching our goal!</p>	

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	Typical School	Effective School	Evidence	Evaluation
ENSION 5: Family and Community Engagement	Expectations ----->			
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Rating – 4</p> <p>During the annual Curriculum Night, the teachers share with parents in attendance Saucedo's data as well as their child's individual data. In addition, teachers explain to the parents about the reading levels of their child and the grade-level expectations.</p> <p>During the <i>Coffee And</i> with parents, the school principal shares the data results from <i>Scantron, Dibels, Mclass</i> and <i>TRC</i> as well as communicates what the End-of-the-Year goals are for Saucedo.</p>	
	Ongoing communication ----->			
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Rating – 3</p> <p>About 80% of the teachers communicate with the parents on a regular basis, two teachers have websites where the parents can access lessons and assignments.</p> <p>At the beginning of the school year about 10 teachers provided</p>	
Bonding ----->				

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
DIM	<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>Rating – 3</p> <p>Every month the school principal meets with the parents to discuss concerns and areas of growth. The parents engage in an open conversation with the principal; often these conversations result in changes to our school's Systems and Operations. The principal at Saucedo also works with the community to bring programs such as <i>LULAC</i> to train parents in the proper and effective use of technology.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
ON 6: College and Career Readiness Supports	Specialized support ----->			
	<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>Rating – 2</p> <p>The Head Start teachers conduct home visits every Friday.</p>	
	College & Career Exploration and election ----->			
	<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>Rating 2.5</p> <p>The Guidance Department conducts the following in regards to College and Career Exploration:</p> <p><i>Career Day</i> - Volunteer speakers from a variety of professional backgrounds discuss their positions as well as what type of</p>	
Academic Planning ----->				
<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>Rating 2.5</p> <p>Saucedo's Counselors discuss high school options with Middle School students. Discussions include: Description of programs offered within the high schools, how the various programs offered can lead to college preparedness, and the enormous selections of colleges and universities one can choose from when applying.</p>		
Enrichment & Extracurricular Engagement ----->				
<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>Rating – 3.5</p> <p>Saucedo offers to all students a wide variety of after school and summer programs. For example, we offer Music, Volleyball,</p>		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSI	College & Career Assessments ----->E61			
	<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. 	Rating 2.5 Saucedo Academy offers a rigorous curriculum that prepares students for success beyond high school. We use the Depth of Knowledge Principles to guide and assess rigor. We partnered with various universities to encourage our students to further their education beyond high school. We also offer Algebra	
	College & Career Admissions and Affordability	Included in the Counselors classroom guidance lessons:		
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	Interest Inventory, What's Next Illinois, Goal Setting	Rating 2.5 Students in 7th and 8th grade receive high school and college guidance from Gear Up. We host a high school fair every year.	
	Transitions ----->			
	<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. 	Rating – 2.5 During our annual Open House, teachers present to the parents what the grade level expectations are and what assessments will be used to determine student growth. In addition, teachers empower our parents with various techniques to support instruction at home.	

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 ----->			
	<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>Rating- 3</p> <p>We purchased an extensive amount of Spanish and English Leveled books and created a Leveled Library to provide our students with opportunities to have access to leveled appropriate books and as a result, differentiation in the classrooms has increased. We also partnered with <i>Gear Up</i>, <i>LULAC</i>, <i>Enlace</i>, <i>Loyola</i>, <i>Northeastern</i> and <i>Century 21</i> to increase student engagement in academic activities while simultaneously increasing the amount of students ready for success beyond HS.</p>	
DIMENSION 7: Resource Alignment	Building a Team ----->			
	<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>Rating – 3</p> <p>As part of our hiring process, we pioneered a multi-step process that evaluates candidates ability to work effectively in teams, develop rigorous lessons, use of data to drive instruction, and demonstrate their ability to differentiate instruction. Our teachers are also part of the hiring process; teams of teachers are empowered to develop questions and meet one-on-one with prospective candidates. Lastly, by looking at students data during the interviewing process, we ask our candidates to develop and show how to execute RTI interventions.</p>	
	Use of Time ----->			

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
<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>Rate 2.5</p> <p>Currently we are piloting reading blocks in preparation to the longer day proposed schedule. Our longer day proposed schedule includes blocks for interventions and English Language Development. We have also increased the number of common prep times.</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

Our vision is to empower students to be college and career-ready and become productive citizens with respect for individual differences, community values, and the environment. Our mission is to graduate intelligent and well-rounded students with critical thinking and academic skills by providing a rigorous and comprehensive curriculum taught in collaboration with all stakeholders in a safe and nurturing environment where the social, emotional, physical, and intellectual development of each child is fostered school-wide.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	By working with each grade level to unpack the CCSS, develop performance assessments and interventions and using the DOK we will be empowered to design rigorous daily tasks aligned to the CCSS.	To prepare to the transition to CCSS and the PARCC assessment and in response to the low number of students exceeding in reading and math.
2	100% of our teacher will be able to deliver mini-lessons across all content areas with a focus on the teaching point	As a results of several learning walks we were able to concluded that in more that 65% of the classroom the teaching point was not clear, less that 70% of the students when asked about what and why they were learning they were unable to respond.
3	Teachers in the monolingual and the bilingual program will collaborate to develop unit plans, progress monitor and use formative data to drive instruction.	We notice that in more that 50% of the classrooms (bilingual and monolingual) rigorous and teaching points were not aligned. About more that 50a% of the teachers in both programs were not planning together were not sharing student academic data to make instructional decisions.
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
By working with each grade level to unpack the CCSS, develop performance assessments and interventions and using the DOK we will be empowered to design rigorous daily tasks aligned to the CCSS.	In response to the changes in the teaching standards an increased rigor we will continue training our teachers to transition to the new standards and engage students in levels 3 and 4 of the DOK.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct an inventory of CCSS texts needed in each classroom.	Instructional Materials	All	Administration, curriculum coordinator, BLT and case manager	Summer 2012	Summer 2012	On-Track	
Schedule peer observations and observations to gauge the implementation of the standards.	Other	Not Applicable	ILT, Administration	Quarter 1	Quarter 4	On-Track	
Continue to purchase leveled books for monolingual, bilingual and individual classrooms as well as different genres (i.e. non-fiction, historical fiction, auto0biographies, biographies, poetry, science fiction, fantasy as well as novel sets for Book Clubs).	Instructional Materials	All	Teachers, curriculum coordinator, administration and BM.	Summer 2012	On-going	On-Track	
Use the DOK model to help teachers increase rigor across all grade-levels.	Instruction	All	Teachers, curriculum coordinator and administration	Quarter 1	On-going	On-Track	
Analyze data from NWEA, TRC, Idel and Dibels to gauge instruction and align instruction to CCSS.	Instruction	All	Teachers, curriculum coordinator and administration	Quarter 1	On-going	Postponed	NWEA will be administered on school year 12/13
Purchase mentor texts to support CCSS.	Instruction	All	Administration, curriculum coordinator, BLT and case manager	Summer 2012	Summer 2012	On-Track	
Continue PD CCSS, Backwards Design, PA, Guided Reading, Mini-lessons, Writing and Word Study	Instruction	All	Administration, curriculum coordinator, BLT and case manager	Summer 2012	On-going	On-Track	
Purchase a reading assessment tool to progress monitor every five weeks.	Instructional Materials	All	Teachers, curriculum coordinator and administration	Summer 2012	On-going	On-Track	

Strategic Priority 1

Provide guidance to the parents about what is CCSS and how to interpret data.	Parental Involvement	All	Teachers, curriculum coordinator and administration	Quarter 1	Quarter 1	Postponed	
We will continue to set aside time to unpack the CCSS and provide PD to increase the design and implementation of PA.	Instruction	All	Teachers, curriculum coordinator and administration	On-going	On-going	On-Track	

Strategic Priority 2

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

Strategic Priority Description	Rationale
100% of our teacher will be able to deliver mini-lessons across all content areas with a focus on the teaching point.	By training our teachers in delivering effective mini lessons with a focus on the teaching point we will be able to increase the number of students meeting and exceeding in reading and math.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
We will continue to deliver in-house PD about mini lessons and build teacher capacity.	Instruction	All	Administration, curriculum coordinator and ILT	On-going	On-going	On-Track	
By the end of the 2 nd quarter, 100% of our teachers will effectively implement mini lessons across content areas.	Instruction	All	Administration, curriculum coordinator and ILT	On-going	Quarter 2	On-Track	
Continue scheduling peer-visits to gauge progress.	Instruction	All	Administration, curriculum coordinator, grade level teams and ILT	On-going	On-going	On-Track	
Differentiate grade level PD to attend to the needs of each team.	Professional Development	All	Administration, curriculum coordinator, grade level teams and ILT	On-going	On-going	On-Track	

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Teachers in the monolingual and the bilingual program will collaborate to develop unit plans, progress monitor and use formative data to drive instruction.	Currently the bilingual and the monolingual programs are not planing together, a gap between both programs is evident. Reading instruction in between this two programs is not aligned and students exiting the bilingual program are often not ready to meet the expectations of monolingual classrooms.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a pathway to transition from Bilingual education to Monolingual instruction.	Instruction	English Language Learners	Administration, BLT ILT and curriculum coordinator	On-going	Quarter 1	On-Track	By empowering the teachers, in both programs to plan together and analyze students data the teachers in the bilingual program will be able to provide supports to help students transition. We will continue to provide with enough collaboration time to increase the success of this initiative
To identify formative assessments (in the students' native language) and use this data to gauge the academic growth throughout the school year.	Instruction	English Language Learners	Administration, BLT ILT, grade level teams, the BLT and curriculum coordinator	Summer 2012	Quarter 1	On-Track	
To be more strategic about placement of students in the Monolingual and the Bilingual programs.	Instruction	English Language Learners	Administration, BLT ILT, grade level teams, the BLT and curriculum coordinator	On-going	Summer 2012	On-Track	
Additional PD in Language Acquisition in order to further empower teachers in transitioning students into the Monolingual program.	Professional Development	English Language Learners	Administration, BLT ILT, grade level teams, the BLT and curriculum coordinator	On-going	On-going	On-Track	
To further increase the number of teachers with Bilingual/ESL endorsements.	Professional Development	English Language Learners	Administration, BLT ILT, grade level teams, the BLT and curriculum coordinator	On-going	On-going	Behind	
Open a Full-Time position for a BLT.	Other	English Language Learners	Administration, BLT ILT, grade level teams, the BLT and curriculum coordinator	On-going	Summer 2012	On-Track	

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
Aligned IEPs to the CCSS and write and understand quality IEP's	To meet ISBE/OSS mandates with the intention of building and/or maintaining skills appropriate to the individualized needs of the SWDs.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development to align SpEd instruction with the CCSS.	Instruction	Students With Disabilities	Sped ed , gen ed/bilingual /resource teachers, RTI coordinator and Case Manager	On-going	On-going	On-Track	
Special and General Education/ Bilingual Teachers will collaborate to implement best practices.	Instruction	Students With Disabilities	Sped ed , gen ed/bilingual /resource teachers, RTI coordinator and Case Manager	On-going	On-going	On-Track	
Progress Monitoring.	Instruction	Students With Disabilities	Sped ed , gen ed/bilingual /resource teachers, RTI coordinator and Case Manager	On-going	On-going	On-Track	
Continue to increase the quality of instruction with students with an IEP in the LRE.	Instruction	Students With Disabilities	Sped ed , gen ed/bilingual /resource teachers, RTI coordinator and Case Manager	On-going	On-going	On-Track	
Improve the RTI process to effectively identify students with <i>suspected</i> learning disabilities.	Instruction	All	Special and General Education /bilingual/resource Teachers	On-going	On-going	On-Track	
Increase the integration of technology as a tool for RTI and/ or IEP progress monitoring	Equipment/ Technology	All	Administration and Case Manager	Summer 2012	On-going	Postponed	

Strategic Priority 4

Provide guidance to parents about CCSS and IEPs.	Parental Involvement	Students With Disabilities	Special and General Education /bilingual/resource Teachers	Quarter 1	On-going	Postponed	

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
To implement the principles of Saucedo's Wellness Program	To instill across all grade levels healthier eating choices.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
To develop a recess schedule across all grade levels.	Other	All	Administration, teachers, case managers and ESP's	Quarter 1	On-going	On-Track	
To continue the <i>Organwise Program</i> for all Primary grades.	Other	All	Administration, teachers, case managers and ESP's	Quarter 1	On-going	On-Track	
To continue funding Girls on the Run (3rd-5th) and Girls on Track (6th - 8th)) programs.	Other	All	Administration, teachers, case managers and ESP's	Quarter 1	On-going	On-Track	

Strategic Priority 5

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