CIWP

2012-2014 Continuous Improvement Work Plan

Lawndale Elementary Community Academy

Austin-North Lawndale Elementary Network

3500 W Douglas Blvd Chicago, IL 60623

ISBE ID: 150162990252309

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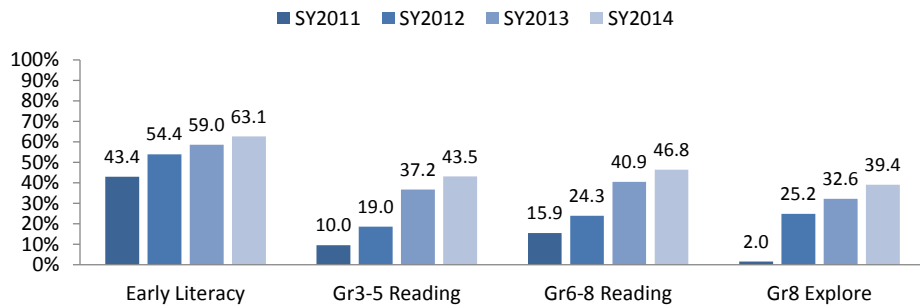
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Mission Statement

Lawndale Community Academy, with the help of parents, students and community supporters, provides a safe, motivating, rigorous learning environment for all students. We do this through the utilization of high quality literacy instruction, an inquiry based approach to mathematics and science instruction, and integrating technology throughout the curriculum.
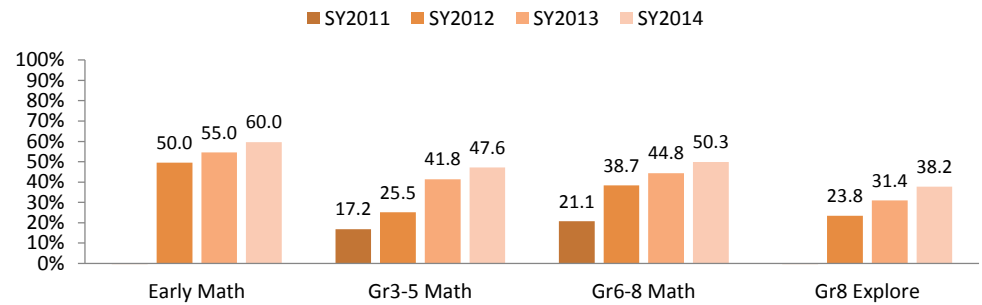
Strategic Priorities

1. Develop a school wide instructional strategy in literacy. Teachers will participate in professional development in scaffolding lessons and accountable talk in the classroom. Scaffolding will continually be the ongoing best practice for teachers as they focus on differentiation and rigor in every day lessons to improve student achievment and

2. Develop a school wide instructional strategy in math as led by math common cores standards to improve student achievment and promote college readiness. Teachers will participate in professional development in scaffolding math lessons and participate in math professional develop as they focus on the new math common core standards.

3. Establish a school wide discipline tiered approach based on Foundations training. Student attendance will continually be enforced through attendance trackers and weekly incentives. Classroom data will continue to be collected on uniforms and classroom infractions. Teachers will continue to submit weekly call logs and the unification

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	43.4	54.4	59.0	63.1
Gr3-5 Reading	10.0	19.0	37.2	43.5
Gr6-8 Reading	15.9	24.3	40.9	46.8
Gr8 Explore	2.0	25.2	32.6	39.4

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math		50.0	55.0	60.0
Gr3-5 Math		17.2	25.5	41.8	47.6
Gr6-8 Math		21.1	38.7	44.8	50.3
Gr8 Explore			23.8	31.4	38.2

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

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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:	Lawndale Elementary Community 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
Willard Willette	Principal
Lekesha Moody	Assistant Principal
Rudolph Coutain	Lead/ Resource Teacher
Kristine Mosel	Lead/ Resource Teacher
Sylvia Simpson	Classroom Teacher
Nicole Farinella	Classroom Teacher
Renee Morgan	Classroom Teacher
Ira Lowenthal	Special Education Faculty
Renee Williams	Classroom Teacher
Never Mcleod	Classroom Teacher

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	43.4	54.4	59.0	63.1	**Early Math** % of students at Benchmark on mClass	NDA	50.0	55.0	60.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	10.0	19.0	37.2	43.5	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	17.2	25.5	41.8	47.6
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	34.0	47.8	53.0	57.7	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	44.0	49.6	58.8	62.9

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	15.9	24.3	40.9	46.8	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	21.1	38.7	44.8	50.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	47.0	57.0	61.3	65.1	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	45.2	55.7	60.1	64.1

8th Grade									
Explore - Reading % of students at college readiness benchmark	2.0	25.2	32.6	39.4	**Explore - Math** % of students at college readiness benchmark	0.0	23.8	31.4	38.2

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.0	95.0	95.0	95.0		**Misconducts** Rate of Misconducts (any) per 100	18.8	10.0	8.0	5.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	44.1	48.5	53.5	58.5		**ISAT - Reading** % of students exceeding state standards	4.0	22.0	29.5	36.8
ISAT - Mathematics % of students meeting or exceeding state standards	52.7	58.0	63.8	70.2		**ISAT - Mathematics** % of students exceeding state standards	3.3	26.1	33.5	40.1
ISAT - Science % of students meeting or exceeding state standards	48.1	53.5	58.4	64.4		**ISAT - Science** % of students exceeding state standards	0.9	24.1	31.5	38.9

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
	Goals and theory of action	-->		**1**
DIMENSION 1:Leadership	• 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.	• 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.	The school has set goals for each individual student. School wide goals have also been set. The goals are clear and measurable. The school has a living theory of action and strategic plan for achieving the goals set. The plan outlines what the school's priorities are and is revisited to ensure that the school is on track with what is happening daily. Some goals are revisited by teachers as the need presents itself according to the evidence.	
	Principal Leadership	-->		**2**
	• 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.	• 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.	The new principal has established clear cut performance expectations for all teachers and staff. Rigorous instruction is the priority in all classrooms and is assessed by administration and coaches daily. The school's vision and data is transparent and on display for all stakeholders. Consultants are hired to come out and assess classroom instruction, school culture, and school functions outlined in the theory of action and the strategic action plan. The consultant then shares their information with the instructional leadership team. The information is then transferred to teachers.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		1
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	A solid three teachers represent the core group of teachers that performs nearly all leadership duties in the school. The ILT teacher representation are the same teachers that contribute in the leadership of the school. These same teachers are the ones that contribute to the majority of the decision making at the ILT and teacher team levels. These teachers bring ideas to the ILT and help determine next steps for classroom teachers. The core group of teachers remain the same for all decisions and teacher leadership because of the capacity of the remaining teachers. We want to enhance teacher leadership so the core groups becomes the majority of our teaching staff. In building teacher capacity we can strengthen our core group and teacher leadership can start to grow throughout the building.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• 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.	• 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	The ILT team has representatives from all grade levels including the special education team. The ILT meets regularly and analyzes data. The data leads our next instructional practices, student needs, and classroom expectations. The ILT is intricate in making decisions about professional development topics. ILT members are asked to give the pd for teachers on different topics. The ILT works to improve instructional practices for the school and share information with colleagues.	
Monitoring and adjusting	-->		**1**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	Data is presented in various ways. The data is presented at the school level, by grade, and by classroom. This data is discussed by the ILT. During the meeting, the ILT analyzes the data for strengths and weaknesses. The team identifies next steps for teachers, grades, and subjects. The data is then presented to the staff by school level, by grade, and by classroom. The data is posted throughout the building. The data is also presented to students by ID number.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**2**
	• 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.	• 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.	The school is implementing Common Core Standards for the second year. We are going through the stages of unpacking the standards for teachers. The process has been slow but we are emerging. Common Core has replaced our reading curriculum and we follow the scope and sequence of what the standards provide. We are providing support to teachers in order to build their capacity and ability to navigate the Common Core Standards and find the resources needed for instruction.	
	Instructional materials	-->		**2**
	• 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.	• 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).	Core instructional materials are consistent by grade level. However, with Common Core Standards a lot of the textual resources to teach specific skills are not readily available. Some teachers are able to navigate and locate resources to support the standard. Other teachers are not able to locate additional resources because of the time it requires. We are revamping our usage of unused resources in the school. We have ordered resources per teachers' requests and from the lead teachers' requests. We are in the process of trying to provide more resources for all students and teachers for more	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• 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.	• 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.	School wide, teacher teams and classroom data is organized and available to all who need it immediately after each assessment. The data coordinator makes data sets for all teachers and the data is presented in a staff meeting. The ILT analyzes the data and develops actions to follow up on. Assessment methods have been limited to summative assessments including BOY, MOY, and EOY district assessments. Student work has been analyzed in grade level meetings but the ILT has not gone over student work. This is an area that will be included for future development and as we tighten up the assessment element as a school.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**2**
• 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.	• 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.	Instructionally we are developing as a school. We have put measures in place to identify best practices at Lawndale. We are working on the alignment element. There are times when teachers are not making the learning objectives align to the lesson and the assessment piece. Appropriate questioning and thinking is missing out of lessons. Rigor has been a consistent area of struggle for the middle school deparment as a whole. These areas of challenge have been observed and addressed by the administrative team. We are working closely with teachers in trying to further develop their capacity and understanding of rigor, connecting objectives to the lesson, and using more differentiated instruction.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**2**
• 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.	• 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.	Decision making about how to determine which students are in need of intervention has been a challenging process. We are struggling in the area of making sure students are receiving interventions regularly and progress monitoring/follow-up is a challenge. We have several students not performing on level and are exhibiting behavioral challenges. We are working with the team in trying to establish a systematic approach in making sure all students are receiving interventions and progress monitoring/follow-up is occuring regularly.	
Whole staff professional development	--->		**2**
• 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.	• 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.	We develped a theory of action and action plan at the beginning of the year. The plan outlined our goals and priorities for the academic year. The plan is a living document and is referenced regularly. All professional development activities are created according to the action plan. Professional development is ongoing, revlevant and job embedded to teachers.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**2**
	• 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.	• 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.	Teachers meet regularly for planning and and to review student work. The weekly topic is designed by the literacy coach. The meetings are specifically designed for planning purposes and to build teacher capacity instructionally. There are norms and structures in place for the meetings and they are led by the literacy coach. During these meetings graded student work and assessments are analyzed by the team. Special education teachers attend the grade level meetings for collaboration purposes.	
	Instructional coaching	-->		**2**
	• 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.	• 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.	We benefit from having a literacy and math coach on site. Each teacher benefits from coaching whether it comes from the literacy coach, math coach, or administration. The needs of the teachers are observed and targeted by administration and coaches. Coaches are then sent in to support and align the instructional practices so every learning opportunity is utilized. Each teacher has different areas and levels of support. Each team member visits an average of three classrooms a day. The teacher then comes for a post conference highlighting what was observed instructionally. Peer coaching and classroom visitation is the next phase being developed by the ILT team.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture*** --->			**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	We are trying to develop a calmer culture at the school. This has been a long process and steps have been taken in order to make this a smooth process. However, there are teachers and staff members who are not participating in enforcing the expectations set by the unification committee. Although, behavior and the culture has been better, we are not seeing a school wide effort to support the expectations. There are still adults in the building not addressing issues and looking over problem areas. This is a work in process.	
	Relationships --->			**2**
	• 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.	• 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.	We are currently trying to develop a more mainstreamed program for our special education students. Our special education students are typically self-contained and benefit from the regular classroom in science and social studies. We are working on a true inclusionary approach for the next academic year. Special education students are exposed socially by participating in sports and after school programs. Some teachers are having a difficult time in developing appropriate relationships with students. Interaction between students and adults is limited and sometimes inappropriate in language.	
	Behavior& Safety --->			**2**
	• 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.	• 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.	We have a common and consistent school wide approach to student discipline with a tiered approach to behavioral intervention. This has been a work in process but has drastically improved this year. We implemented a unification team that goes to Foundations for behavior prevention and supervision strategies and brings information back to the staff. The majority of the staff has grasped a hold to this approach but we are training more staff members to understand the plan and enforce it as well.	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	-->		**3**
DIMENSION 5: Family and Community Engagement	• 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.	• 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.	We offer parent meetings throughout the year going through the expectations and student grading system. Participation in these meetings have been limited, yet they are beneficial to the families that attend. Teachers are required to provide communication to families on a weekly basis informing them of academic concerns and/or progress. We are proactive in providing updates to families so they are always informed throughout the year about their child's progress. We are struggling to get 100% parent participation in meetings and supportive to expectations. We currently have the same active parents to attend meetings and support behavior strategies.	
	Ongoing communication	-->		**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	Weekly call logs and communiation sheets are due to the office from every staff memebrs. Teachers are required to stay in consistent communication with parents and provide student portfolios outlining student progress and grade support.	
	Bonding	-->		**2**
	• 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.	• 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.	We have been limited to the bonding aspect. We had a spelling bee and science fair this year that drew parent involvement. Otherwise, opportunities have been limited. We are trying to aim at more authentic programs and engaging activities so parents are involved and invited to highlight student acheivements.	

Date Stamp November 22, 2012

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
Specialized support	-->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	We partner with several programs that offer support to homes and the community. We are a part of the Links to Learning program. Links to Learning provides mentoring and outreach to students regularly. This program is housed at our school and we have a social worker to come and assist with families.	
College & Career Exploration and election	-->		**1**
• Information about college or career choices is provided.	• 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.	We participated in a college readiness seminar provided by the network in ways to emphasize college readiness for the next academic year. At this point, exposure to colleges and experiences have been minimal.	
Academic Planning	-->		**1**
• 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.	• 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.	We've focused on high performing students to receive opportunities for advanced placement courses and student planning. We are developing a team to target this area in the next academic year.	
Enrichment & Extracurricular Engagement	-->		**2**
• 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.	• 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.	We benefit from several after school programs daily. We have programs running from tutoring, bullying, sports, entrepreneurship, and science. We have been fortunate to have the 21st century grant for five consecutive years to make sure we have a well versed after	

N 6: College and Career Readiness Supports

Date Stamp November 22, 2012

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
D I M E N S I O	*College & Career Assessments*	-->		1
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	We have not administered college and career ready assessments in the past. This year a heavier focus has been placed on the Explore assessment.	
	College & Career Admissions and Affordability	-->		1
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	We are an elementary school so we have not focused on this area.	
	Transitions	-->		2
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	We provide ongoing information to parents for transitional grades. We are working to develop end of the year information for more parents and not just benchmark grades. At the end of this year, we are preparing to have transitional meetings with parents from all grades.	

Date Stamp November 22, 2012

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Lawndale Elementary Community Academy

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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***	--->		**2**
	• 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.	• 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.	Hard decisions have been made with the use of discretionary funds. Positions have been cut that have not been aligned with the priorities of the school. Resources and initiatives have been adopted through funds for the betterment of school systems and are priority based. We have non for profit partnership funding programs for students after school in areas of focus for the school. We are trying to stay proactive in getting more resources and support from community agencies to further the development of our students aligned to our focus areas.	
	Building a Team	--->		**1**
	• 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.	• 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.	The hiring process has been difficult. The candidates are being screened by new district measures. However, the pool of candidates is limited. We've had a difficult time in finding and retaining qualified teachers with the diversity, skill, and technique needed for our student population. We are trying to revamp the hiring process and the way qualified candidates view our school.	
	Use of Time	--->		**2**
	• 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.	• 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.	The school schedule is designed based on the number of minutes required. This year intervention has been included in the day for the entire student body through technology and web based programs. We are refining the schedule for more instructional intervention to take place for struggling students during the course of the school day.	

Date Stamp November 22, 2012

Lawndale Elementary Community Academy

CHICAGO PUBLIC SCHOOLS | CPS

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

Lawndale Community Academy, with the help of parents, students and community supporters, provides a safe, motivating, rigorous learning environment for all students. We do this through the utilization of high quality literacy instruction, an inquiry based approach to mathematics and science instruction, and integrating technology throughout the curriculum.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Develop a school wide instructional strategy in literacy. Teachers will participate in professional development in scaffolding lessons and accountable talk in the classroom. Scaffolding will continually be the ongoing best practice for teachers as they focus on differentiation and rigor in every day lessons to improve student achievment and promote college readiness.	Teachers are struggling to provide rigorous instruction using the scaffolding model as assessed by the scaffolding rubric.
2	Develop a school wide instructional strategy in math as led by math common cores standards to improve student achievment and promote college readiness. Teachers will participate in professional development in scaffolding math lessons and participate in math professional develop as they focus on the new math common core standards.	Math teachers have been overlooked in professional development. Math teachers receive professional development on scaffolding but it is usually based on literacy. Math teachers will benefit more from professional development on scaffolding math lessons and working closely as a math team and with the math coach.
3	Establish a school wide discipline tiered approach based on Foundations training. Student attendance will continually be enforced through attendance trackers and weekly incentives. Classroom data will continue to be collected on uniforms and classroom infractions. Teachers will continue to submit weekly call logs and the unification committee will meet weekly.	As a school, student bullying has been on the increase. Infractions have been steady but increasing towards the end of the year. The unification committee has been participating in Foundations training throughout the year and has introduced the staff to a tiered approach to discipline. The changes that have occurred from the Foundations training have been successful.
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
Develop a school wide instructional strategy in literacy. Teachers will participate in professional development in scaffolding lessons and accountable talk in the classroom. Scaffolding will continually be the ongoing best practice for teachers as they focus on differentiation and rigor in every day lessons to improve student achievement and promote college readiness.	Teachers are struggling to provide rigorous instruction using the scaffolding model as assessed by the scaffolding rubric.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of Teachers will receive ongoing pd around scaffolding during Q1, Q2, Q3, and Q4.	Professional Development	All	Administrative team	On-going	On-going	On-Track	Teachers receive ongoing pd on scaffolding instruction and the fundamentals of modeling, guided practice, and independent practice once a month.
100% Teachers will receive ongoing pd around rigor during Q1, Q2, Q3, and Q4.	Professional Development	All	Administrative team	Summer 2012	Summer 2012	On-Track	The ILT team will develop a professional development schedule around rigor. Teachers will receive coaching in the area of rigor from administration and the literacy coach. Information will be provided to teachers on rigor during each grade level meeting.
100% Teachers will receive classroom libraries including leveled readers and novel sets during teacher institute days in August.	Instructional Materials	All	Ms. Mosel-Lit Coach	Summer 2012	On-going	On-Track	Libraries have arrived and are being distributed to teachers. All libraries will be up and designed for student use when students arrive in August.
The writing program is blended into the language arts curriculum through scheduling. The schedule is being finalized during June and will be ready for implementation in August.	Instruction	All	Full day team	Quarter 3	Quarter 1	On-Track	The schedule is being devised now to blend writing and language arts for the next academic year.
Currently there are five vacancies. 100% of those vacancies will be staffed by August by identifying and appropriating qualified and talented staff to the language arts department.	Instruction	All	Administrative team	Summer 2012	Summer 2012	Postponed	Administration is working to find highly qualified teachers for next school year. Interviews will be held during the months of June and July. All staff will be identified and staffed by August. Administration is going to a Teach For American Job Fair in June.

Strategic Priority 1

100% of staff will be observed by a member of the administrative team or by the coach by the end of the week.	Instruction	All	Administrative team/ Literacy Coach	Quarter 1	On-going	Postponed	Teachers will be divided into groups targeted by ILT members, coaches, and the administrative team during August. Teachers will be observed using the scaffolding rubric and the classroom checklist provided by the network.
100% of new teachers will be paired with a mentor and a coach during August.	Instruction	All	Administrative team/ Literacy Coach	Quarter 1	Quarter 4	Postponed	During August, new hires will receive observations from the administrative team and coaches to develop a coaching plan for each teacher. After initial observations are conducted, the team will determine what mentor would match for teacher individual needs.
50% of staff members will be endorsed in literacy along with another subject for departmentalization.	Instruction	All	Administration	Summer 2012	Quarter 1	On-Track	All new hires will be required to have a language arts endorsement along with another subject. The goal will be to attract and hire dually endorsed talents in ways to support literacy across each subject area. This idea will extend to self contained primary grades 3rd-5th as well.
100% of teachers will communicate language arts class requirements and expectations to all parents by the end of Q1.	Instruction	All	Teachers	Quarter 1	Quarter 1	Postponed	Math teachers make phone calls to parents introducing themselves, math curriculum, and expectations for every student for the year.
85% of parents will attend litereacy night conducted by literacy coach and teachers.	Parental Involvement	All	Literacy Coach/Teachers	Quarter 2	Quarter 1	Postponed	Literacy coach and teachers will devise a literacy night for parents. Parents will be informed on the importance of independent reading and presented with book goals for the entire school.
Literacy Coach will monitor and collect a sample of reading and writing lesson plans and/or student work and assessments twice a month to ensure improvement and rigor.	Instruction	All	Ms. Mosel-Lit Coach	Quarter 1	On-going	Postponed	Teachers will be given time during the first week in August to plan reading and writing lessons along with common assessments. These items will be collected and reviewed by the ILT team and administration .
Literacy Coach will observe instruction and provide targeted feedback (written/oral debrief, planning with teacher, analysis of student work) to teachers to ensure student learning and college readiness.	Instruction	All	Ms. Mosel-Lit Coach	Quarter 1	On-going	On-Track	Talent is being identified and interveiwed. New teachers will receive coaching cycles (administrative and literacy coach) for analyzing student work and instructing using the schoolwide instructional practice. Lessons will be planned and observed based off of conferences and planning.

Strategic Priority 1

Weekly grade level meetings for teacher collaboration to analyze data and design targeted lessons and interventions across all subject areas for identifed students modeled by administrative team and literacy coach.	Instruction	All	Administrative Team & Teacher Teams	Quarter 1	On-going	On-Track	The schedule is being devised to match teacher planning time weekly. Teachers will be freed by department to attend grade levell meetings reviewing student data and student work.
Engage 100% of teachers in professional development focused on common core standards to	Professional Development	All	Administrative Team	Quarter 1	On-going	On-Track	Teachers will continue with common core curriculum maps prepared during the current academic year. Administration will continue to seek outside common core professional development opportunities for new and returning teachers for student instruction.
Analyze lesson plans, across all subjects, weekly for implementation of Common Core curriculum and compare lesson plans and student work to determine fidelity of implementation and level of rigor; report data by quarter;	Instruction	All	Adminstrative Team	Quarter 1	On-going	On-Track	Lesson plans will be submitted on Monday mornings and reviewed by the administration and literacy coach. Common core standards and scaffolding must be evident in each plan as also evident in classroom instruction to students and student work.
Literacy academic leagues will be developed from student data and teacher recommendations.	After School/ Extended Day	Other student group	Literacy Coach/Teachers	Quarter 1	On-going	On-Track	Literacy teachers will be asked to paricipate in after school math academic leagues for extra support to struggling students.
Literacy team will develop a reading club to promote the volume of student independent reading, stamina and reading strategies.	After School/ Extended Day	All	Literacy Coach/Teachers	Summer 2012	On-going	On-Track	The components of the reading club will be designed during the summer. The reading club will be open to all interested students.

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
Develop a school wide instructional strategy in math as led by math common cores standards to improve student achievment and promote college readiness. Teachers will participate in professional development in scaffolding math lessons and participate in math professional develop as they focus on the new math common core standards.	Math teachers have been overlooked in professional development. Math teachers receive professional development on scaffolding but it is usually based on literacy. Math teachers will benefit more from professional development on scaffolding math lessons and working closely as a math team and with the math coach.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Math lead is taking inventory of current math resources so 100% of students will have individual math textbooks and consumables.	Supplies	All	Math Coach	Quarter 4	Quarter 4	On-Track	Inventory is being conducted now. Materials will be ordered during the next fiscal year.
100% of math teachers in grades 3rd-8th will have identified next steps from instructional observations conducted by the math coach by the end of Q1.	Instruction	All	Math Coach	On-going	On-going	On-Track	Teachers will receive the math scaffolding rubric and will be assessed accordingly. Teachers will receive the math scaffolding rubric and will be assessed accordingly. Teachers will receive feedback using a CCSS based checklist regarding their instruction. Follow up visits will occur.
100% of vacant math positions will be staffed by highly qualified math teachers.	Instruction	All	Administrative Team	Quarter 4	Summer 2012	On-Track	Qualified staff will be identified during the summer. Applicants will conduct demo lessons to the selection team. Qualified math teachers will receive summer coaching from the math coach at hire. All classes will be staffed by August.
EOY math data will be analyzed for next steps for teachers and focusing points for next school year during the months of June and July.	ILT/ Teacher Teams	All	ILT	Quarter 4	Summer 2012	On-Track	Waiting for EOY assessment data. The ILT team will come in during the summer and set goals and next steps based on the EOY data.
85% of math teachers will attend additional outside professional development offered on math by the end of Q2.	Instruction	All	Math Coach	Summer 2012	Quarter 4	On-Track	The math coach will seek out professional development opportunities for math teachers offered through Everyday Math and Mathematics so new teachers understand the curriculum and returning teachers receive additional support outside of the building.
100% of math staff will have contacted parents about math curriculum and expectations for the math class.	Parental Involvement	All	Teachers	Quarter 1	Quarter 1	Postponed	Math teachers make phone calls to parents introducing themselves, math curriculum, and expectations for every student for the year.

Strategic Priority 2

Engage 100% of teachers in professional development focused on math common core standards	Professional Development	All	Administrative Team	Quarter 1	On-going	On-Track	Teachers will continue with common core curriculum maps prepared during the current academic year. Administration will continue to seek outside common core professional development opportunities for new and returning teachers for student math instruction.
Math teachers will bring graded student work and current assessment data to math grade level meetings to track student progress and identify student struggles.	ILT/ Teacher Teams	All	Teachers/Literacy Coach/Administration	Quarter 1	On-going	On-Track	The schedule is being devised to match teacher planning time weekly. Teachers will be freed by department to attend grade level meetings reviewing student data and student work.
Math coach will review student math goals (BOY, MOY, EOY) with teacher to plan interventions and lessons for targeted students	Instruction	All	Teachers/Math Coach	Quarter 1	Quarter 4	On-Track	BOY data will be reviewed and teachers will set student target goals for MOY and EOY.
Math Coach will monitor and collect a sample of lesson plans and/or student work, extended response and assessments to monitor math development twice a month and analyze for instructional improvement and rigor.	Instruction	All	Math Coach	Quarter 1	On-going	On-Track	ILT team is working to develop an extended response calendar for submission and monitoring.
Math Coach will observe instruction and provide targeted feedback (written/oral debrief, planning with teacher, analysis of student work) to teachers to ensure improvement and rigor within math instructrion; math coach will also model designed lessons where needed.	Instruction	All	Math Coach	Quarter 1	On-going	On-Track	Teachers will submit student work weekly and it will be reviewed for strengths, weaknesses, and next instructional steps.
Math club will be formed and developed for students with high math acheivement (as math has been a strength for the student body)	After School/ Extended Day	Other student group	Math Coach	Quarter 1	Quarter 4	On-Track	Administrative team and math coach will go through EOY math scores to identify middle school math students exceeding standards. Math club will be based on math projects and more critical math applications based on common core standards.
Math academic leagues will be developed through reviewing assessment data and teacher recommendation	After School/ Extended Day	Other student group	Math Coach/ILT	Quarter 1	Quarter 4	On-Track	Math teachers will be asked to paricipate in after school math academic leagues for extra support to struggling students.

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
Establish a school wide discipline tiered approach based on Foundations training. Student attendance will continually be enforced through attendance trackers and weekly incentives. Classroom data will continue to be collected on uniforms and classroom infractions. Teachers will continue to submit weekly call logs and the unification committee will meet weekly.	As a school, student bullying has been on the increase. Infractions have been steady but increasing towards the end of the year. The unification committee has been participating in Foundations training throughout the year and has introduced the staff to a tiered approach to discipline. The changes that have occurred from the Foundations training have been successful.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
50% of unification team members will attend the reamaining foundations training for the end of the year.	ILT/ Teacher Teams	All	Team Lead-Mr. Sisney	Quarter 4	Quarter 4	On-Track	The team has gone through several Foundations trainings. The next scheduled one is in May. The team will continue in regular participation. The team will also sign up for additional trainings next school year.
100% of teachers are provided with training on identifying bullying and conflict resolution strategies Q1.	Professional Development	All	School Partner	Quarter 1	Summer 2012	On-Track	The principal is talking with current vendors for teacher training in August.
100% of students participate in an assembly about being a bully and what to do when being bullied offered by Family Focus Vendors during Q1.	Other	All	School Partner	Quarter 1	On-going	On-Track	The selected vendor that trains teachers will conduct a student assembly when they return on bullying.
100% of unification team meet to refine the systematic approach school wide and offer supports to targeted teachers	After School/ Extended Day	All	Mr. Willette	On-going	On-going	On-Track	The team currently has a regular meeting time and infraction data is being tracked and analyzed.
Infraction data will be reviewed monthly	Other	All	Unification Team	Quarter 1	Summer 2013	On-Track	Data will be disaggregated by event, time, location, and teacher. The target goal for infractions is a decrease of infractions monthly by 5 less infractions a month per teacher.
100% of 6th, 7th, and 8th grade students will receive bullying conversations and presentations by Family Focus Vendors and the Sheriff's Department during Q4 of the 2011-2012 academic year.	Other	Other student group	Unification Team	Quarter 4	Quarter 4	Completed	Three agencies have been identified through Family Focus to bring in bullying videos and motivational speakers to middle school to prepare them for next school year with alternative behavior to bullying.

Strategic Priority 3

The system to discipline will be redesigned and implemented during the 2012-2013 school year.	Other	All	Mr. Sam Sisney and Administration	Quarter 4	Summer 2012	On-Track	Coordinator of Calm Culture position will be purchased and ready for operation July 1st. Mr. Sisney will start in the summer meeting with administration redesigning discipline and preparing a handbook for teacher use when they return in August.
100% of security team will undergo training through safety and security in August 2012.	Other	All	Mr. Sisney	Quarter 1	Quarter 1	On-Track	Mr. Sisney will work during the summer with administration in identifying training for security staff when they return in August. Security staff will get an email informing them of the new security system and the time and dates for training.
Provide incentives for students meeting established criteria weekly, or monthly, and/or quarterly; provide funds supplies for attendance, behavior, and uniform; report quarterly on incentives	Other	All	Unification Team	Quarter 1	On-going	On-Track	Incentives will be in forms of pizza parties, breakfast with prinicpal, picture in office, and ice cream socials. EOY incentives including bikes, movie passes, and gift cards. The unification team will work throughout the year in acquiring grants from community partners for other types of incentives and rewards.
Weekly behavior intervention/conflict resolution strategies taught in the classroom through City of Chicago bullying curriculum and strategy book.	Instruction	All	Teachers	Quarter 1	On-going	On-Track	We have a few copies of the City of Chicago bullying curriculum and strategy book. Copies will be made of the material for teacher and student reference.

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan · Monitoring

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