



## 2012-2014 Continuous Improvement Work Plan

# Arthur A Libby Elementary School

Pershing Elementary Network

5300 S Loomis Blvd Chicago, IL 60609

ISBE ID: 150162990252313

School ID: 610037

Oracle ID: 24171



### Mission Statement

We are committed to providing an emotionally and physically safe environment for students and promoting the involvement of family and community in the education of our children. Arthur A Libby ensures student achievement through best practices in reading, mathematics, social sciences, writing, technology, science, the arts, and extra curricular activities. Students will have resources that provide knowledge, skills, and experiences for success through data driven curriculum, standards-based instruction, and research-based staff development. Libby School strives to promote the development of the whole child.

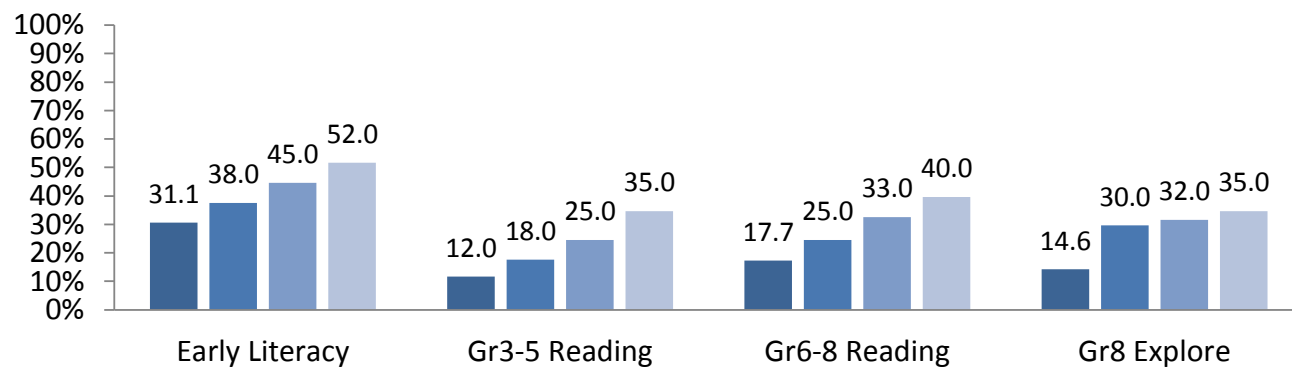
### Strategic Priorities

1. As a school, we will align and map the literacy curriculum for each grade level according to common core state standards.
2. As a school, we will implement effective data-based math interventions that occur both during the instructional day as well as extended hours (before and after school).
3. As a school, we will develop an aligned, hands-on science curriculum based on the state learning standards across all grade levels.
4. As a school, increase the use of technology in all subject areas to better prepare our students for the 21st century.
5. As a school, we will explore different methods of increasing the parental involvement at the school.

### School Performance Goals

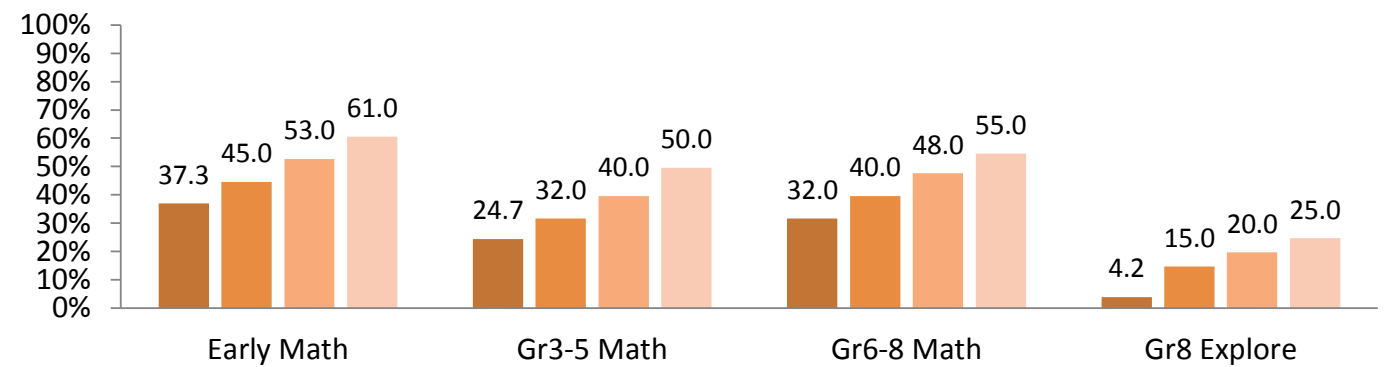
#### Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



#### Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Arthur A Libby Elementary School

**Developing a CIWP Team**

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Kurt D. Jones	Principal
Rebeka E. Barrera	Assistant Principal
Deborah Evans-Claytor	Lead/ Resource Teacher
Casey McLeod	Lead/ Resource Teacher
Hillary Tate Haugen	Classroom Teacher
Charity Green	Special Education Faculty
Miranda Nalls	Classroom Teacher
Territha Lee	Classroom Teacher
Melissa Johnson	Classroom Teacher
Dena Campbell	Special Education Faculty
Hannah Miller	Classroom Teacher
Alexander Owens, Deborah Boyd	Parent/ Guardian



## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	31.1	38.0	45.0	52.0		<b>Early Math</b> % of students at Benchmark on mClass	37.3	45.0	53.0	61.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	12.0	18.0	25.0	35.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	24.7	32.0	40.0	50.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	43.2	52.0	60.0	70.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	48.3	55.0	65.0	70.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	17.7	25.0	33.0	40.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	32.0	40.0	48.0	55.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	48.3	55.0	60.0	67.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	55.3	61.0	66.0	71.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	14.6	30.0	32.0	35.0		<b>Explore - Math</b> % of students at college readiness benchmark	4.2	15.0	20.0	25.0



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	90.8	90.0	91.0	92.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	21.6	20.0	18.0	15.0

### State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	43.2	47.0	52.0	55.0		<b>ISAT - Reading</b> % of students exceeding state standards	3.9	5.0	7.0	9.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	63.6	67.0	71.0	75.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	4.8	6.0	8.0	10.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	44.3	50.0	55.0	60.0		<b>ISAT - Science</b> % of students exceeding state standards	1.1	3.0	5.0	7.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>School-wide writing of the Theory of Action Plans per grade level and constant revisiting of those plans through grade level meetings bi-weekly.</p> <p>Teachers analyze student growth targets per class.</p> <p>Grade level meetings held in school data room for visual aid in recognizing academic gains and declines.</p>	
<b>DIMENSION 1: Leadership</b>	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Principal establishes grade level teams and ample planning time shared by team members.</p> <p>Staff members are encouraged to attend off-campus PD sessions, however learning gained during these sessions is rarely shared with the staff upon return.</p> <p>Principal instills open communication with open-office door policy to staff, students and parents.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>All teachers serve on a Libby committee team, geared toward subject matter or school climate.</p> <p>School holds staff meetings, vertical and committee meetings, and school-based professional development sessions to continually strive for instructional best practices.</p> <p>Faculty engage in peer observations.</p> <p>Teaching staff hone their instructional skills by presenting at in-house and off campus professional development sessions.</p> <p>Vocal staff contingent, however, not all teachers involved.</p>	



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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>Created teacher peer observations to assist in formulating consistency in instructional rigor.</p> <p>ILT team meets bi-weekly and is utilizing various data sources to make sound decisions in instructional planning and teaming.</p> <p>ILT team still working on open communication between staff members and team members.</p>	<b>3</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>School data rooms allows for teachers and ILT to analyze assessment results for informative trends. These rooms are updated quarterly and used in the bi-weekly grade level meetings. Grade level teams target certain segment of students, based on data relative to personal growth targets.</p> <p>Grade level meetings are used to revisit theory of action plans.</p>	<b>3</b>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	<b>Curriculum</b> ----->			2
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>Literacy teachers are using common core standards while the math instructors are creating lessons based on the Illinois frameworks. School allows for teachers to utilize various materials to construct creative and engaging lessons, however, teachers need to collaborate with unit plans and curriculum mapping for common core instruction.</p> <p>Teachers are still in the learning stages on creating effective unit instruction across the grade levels for true vertical planning.</p>	
	<b>Instructional materials</b> ----->			4
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>New resources are ordered yearly based on teacher requests. SWD teachers have access to the same materials as their general education peers. Bilingual supports use materials from the general education and special education classrooms.</p> <p>Literacy teachers strive to use a balance of fiction and non-fiction resources to create opportunities within their lessons to reach their wide range of student interest groups.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>4</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Teachers submit bi-weekly samples of classroom assessments and analyze the overall success of the lessons by examining key components and student answers.</p> <p>Weekly assessments are reflective of lesson planning using Bloom's Taxonomy.</p> <p>Staff updates data room on a quarterly basis in order to identify students whom we will target with interventions.</p> <p>Scantron assessment is administered quarterly to all 2-8th grade students. School uses Dibels and MClass for Kindergarten and 1st grade assessments.</p> <p>Teachers scaffold lessons for students to implement differentiated instruction.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Lesson Plans are written according to either Illinois Frameworks (math and science) or National Common Core (literacy). Administrative team reviews lesson plans every Monday and meets with teachers, as needed, to push rigor and teacher reflection. Teachers use progress monitoring and assessment data to drive instruction. School-wide non-negotiables include objectives being posted for student viewing and lessons planned according to Bloom's Taxonomy. Progress monitoring through use of Dibels and MClass in the primary grades. Scantron data used as touchstone for teacher lesson planning. Teacher collaboration between SWD and general education teachers are effective in assuring accommodations and modifications are implemented.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Reading interventionist provides small group instruction for early elementary at-risk students.</p> <p>School RTI team provides assistance in creating feasible in-class interventions and progress monitoring of each tier. Coaches support teachers in Tier 2 and administer assessments and create goals for Tier 3 students. Tier 3 diagnostic assessments are lacking and RTI team is investigating resources for future use.</p>	
	<b>Whole staff professional development</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Professional Development is designed prior to the start of the school year by the administrative team to support school improvement for the year.</p> <p>Professional Development sessions presented are related to school-wide expectations and instructional initiatives. Staff uses student data along with professional development sessions to effectively progress monitor the gains/declines of student achievement in academic areas. Student data will also be used to determine if professional development sessions are needed by teachers in specified areas of instruction.</p>	

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<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teachers meet bi-weekly with coaches during grade level meetings to analyze student data.</p> <p>Student data is discussed on a regular basis between team members and administrative team.</p> <p>ILT meets bi-weekly to analyze current school data and make decisions on how to move instruction forward.</p> <p>Teachers collaborate to discuss progress towards IEP benchmarks and annual goals.</p> <p>Special education teachers meet as a team once a month to address any compliancy issues or concerns pertaining to our students with disabilities.</p> <p>Special education teachers join general education grade-level meetings to ensure our students are being taught in their least restrictive environment.</p>	
	<b>Instructional coaching</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>New teachers are mentored by coaches, administrative team and colleagues on a regular basis.</p> <p>New teachers are formally and informally observed by administration and given relevant feedback in a timely manner.</p> <p>Peer coaches model and provide resources for teachers seeking to improve their rigor and instructional practices.</p> <p>Teachers informally observe peers and supply feedback to assist each other with monitoring their personally created growth plans.</p>	



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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Each classroom emulates a college/university for their mascot and incorporate lessons that are reflective of that school.</p> <p>School stresses student responsibility for their own academic learning and overall data to prepare for their college careers.</p> <p>Staff promotes higher order thinking skills within their lessons to help student become global thinkers for the 21st century.</p> <p>Libby mantra is "Libby proud, College bound" to reinforce overall school expectation for college readiness.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>Students with disabilities are included in all school-wide activities/performances.</p> <p>Middle school students participate in an Advisory program that meets twice a week with an adult advocate who becomes their school voice and support system for the year.</p> <p>Check in-check out process pairs at-risk students with an adult mentor so those targeted students feel they have someone who is connected and care about their social emotional needs as well as their academic goals. This process give them both the intrinsic and external motivation for being a part of the school.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Students are aware of school rules and regulations via the Chicago Public Schools Student Code of Conduct.</p> <p>Parents, administrators and teachers work diligently to create a positive ethos.</p> <p>Staff use the referral process to send problematic students to administration to reduce off task behaviors in the instructional day. School enlists different classroom management systems that lend themselves to the overall school discipline code, i.e. 8th grade</p>	

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Principal holds an open house each year, to introduce school staff, deliver school-wide expectations and student code of conduct. Principal communicates concerns and important instructional information with parent's via newsletters, meetings, phone calls, and visits to the home.</p> <p>Principal interacts closely with the Local school council and its members to strengthen family, community and school relations.</p>	
	<b>Ongoing communication</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p>Website allows for current pictures, school event articles, teacher website creation and parent updates.</p> <p>Several teachers utilize their own class websites to help students and parents access to on-line chatting with teacher.</p> <p>Teachers share emails and personal phone numbers to parents and students for after hours assistance.</p>	
<b>Bonding</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>School has an open office door policy for parents with concerns or questions.</p> <p>Parent room available for use throughout the day for computer time, resume help and English/Spanish classes for parents.</p> <p>Parent advisory/Bilingual advisory committees active at the school.</p> <p>Family/community focused events; i.e. Dinner with Santa, annual theatre production, Haunted Hallways, Book Fair.</p> <p>Active sponsor of local Boy and Girl Scouting troops and Urban Initiatives soccer program.</p>	



## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>School staff is sensitive to the needs of our Students in Transitional Living Situations (STLS) by assisting in supplying necessary supplies, uniforms, coats and shoes.</p> <p>Staff provides parents with access to the school counselor to help build support systems before, during and after school hours.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<p>School continues to work with alum and their families when they need assistance or resources.</p> <p>Students are exposed to college awareness as early as Pre-school.</p> <p>Middle school students visit and explore chicagoland colleges/university campuses.</p>	
<b>Academic Planning</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>Teaching staff is required by administration to develop instructional objectives and goals that promote higher order thinking skills.</p> <p>Middle school teaching staff assist students to access outside resources, such as high school and college/university and career fairs.</p> <p>School offers Advanced coursework in Literature and Algebra.</p> <p>Teaching staff work with curriculum coaches to ensure rigorous expectations for lessons.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<p>Various extra-curricular activities are available to students to peek their personal interests.</p> <p>Arts programming help the students develop their leadership skills and nuturing their social and emotional needs.</p>		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>Eighth grade students take the Explore Assessment annually. Teachers analyze these results, reflect on student difficult areas and construct plans that address student needs. School offers advanced Literature and Algebra courses to promote higher academic growth.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	<p>Staff encourages college awareness and basic introduction to college expectations in an attempt to expose students to college regulations and rigor. School explains the importance of scholarships, grants and creative ways to fund college tuition. Staff pushes to instill the necessity of higher educational learning, i.e. trade school or college/university acceptance.</p>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<p>The administration team and staff inform parents of the promotional guidelines of kindergarten, the benchmark grades and the transition from middle to high school at the start of each school year. Teachers supply parents with progress monitoring assessment information to ensure their awareness of their child's progress. Individual conferences between teacher and middle school students are helpful in stressing student responsibility for learning expectations.</p>	

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>Teachers have an active voice in the ordering process of purchasing resource materials from discretionary funding.</p> <p>Y.M.C.A. partnership assists in supplying resources for student academic, social and emotional needs through exploratory class funding.</p> <p>School uses researched based supplemental materials to assist students in reaching their targeted goals.</p>	
	<b>Building a Team</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Existing staff are a part of the interviewing process for hiring potential candidates.</p> <p>Teacher interact with colleageaues by sharing Professional Development information or best practices.</p> <p>School teaching teams are carefully arranged by administration in an attempt to connect colleagues that would encourage collaboration for best practices during instruction.</p> <p>Teachers allowed to teach a core subject reflective of their expertise to elevate student data and academic understanding.</p>	
<b>Use of Time</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>School schedule allows for teachers to meet for grade level meetings bi-weekly to discuss data, informal and formal assessments, student gains and declines as well as "next steps" in instruction.</p> <p>Select groups of struggling students participate in push in/pull out interventions during the course of the school day.</p> <p>Schedules are designed by the administration team to allow for the same grade level prep time to encourage teachers to meet outside of their mandated bi-weekly meeting time block.</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

We are committed to providing an emotionally and physically safe environment for students and promoting the involvement of family and community in the education of our children. Arthur A Libby ensures student achievement through best practices in reading, mathematics, social sciences, writing, technology, science, the arts, and extra curricular activities. Students will have resources that provide knowledge, skills, and experiences for success through data driven curriculum, standards-based instruction, and research-based staff development. Libby School strives to promote the development of the whole child.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	As a school, we will align and map the literacy curriculum for each grade level according to common core state standards.	In the past two years, based upon standardized assessment data, we determined the decline in scores was directly linked to the absence of an aligned curriculum in literacy classes. In aligning our literacy curriculum, our instruction will become a more cohesive and comprehensive approach to literacy instruction. In doing so, we will be ensuring that the students needs will be directly addressed to result in growth in overall literacy scores.
2	As a school, we will implement effective data-based math interventions that occur both during the instructional day as well as extended hours (before and after school).	In addition to rigorous classroom instruction, students identified as needing intensive support in specific math content areas, will be placed in corresponding interventions to meet their individual needs. In the past two years we have been able to track areas of weakness by using specific test data, i.e. Scantron, ISAT, and classroom assessments. By tracking this data, we have implemented several programs to address those specific needs like SES programs, ST Math, eSpark, and individual teacher pull-out interventions. As evidenced over the past two years we have seen growth overall in math test scores.

3	As a school, we will develop an aligned, hands-on science curriculum based on the state learning standards across all grade levels.	<p>Through committee meetings the science instructors discovered gaps in school wide science curriculum and realized that major concepts were being excluded. Through aligning the science curriculum, we can ensure that all students will be exposed to the important science principles that have not been previously addressed.</p> <p>☐</p>
4	As a school, increase the use of technology in all subject areas to better prepare our students for the 21st century.	<p>With the transition to online standardized assessments, the staff realized an urgency to make students more familiar with everyday technology. Increasing technology use in the classroom will make our students more confident and competitive in a global society. Through providing teachers with the necessary tools and training to enhance everyday instruction we will continue to see student growth.</p>
5	As a school, we will explore different methods of increasing the parental involvement at the school.	<p>Parents are a vital part of the school but we have only a core few, approximately 10 percent, that come to school meetings and events. If we can increase the parental involvement, we will form a more cohesive Local school council, Parent Advisory and Bilingual Parent Council.</p>



### 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
As a school, we will align and map the literacy curriculum for each grade level according to common core state standards.	In the past two years, based upon standardized assessment data, we determined the decline in scores was directly linked to the absence of an aligned curriculum in literacy classes. In aligning our literacy curriculum, our instruction will become a more cohesive and comprehensive approach to literacy instruction.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Invest in Non-fiction texts to support CCSS.	Instructional Materials	All	Classroom teachers, Curriculum Coordinators	On-going			
Ensure ELL and audio versions of classroom reading materials are available for student use.	Instructional Materials	Other student group	Classroom teachers	On-going			
Professional Development opportunities will be provided by (among others) instructional coaches, and will be designed to provide Literacy teachers with ideas for creating, implementing, and analyzing meaningful interventions as well as becoming more familiar with CCSS.	Professional Development	All	Curriculum coaches, ILT team, teachers, outside vendors	On-going			
Utilize an electronic, on-line literacy intervention program to support all grade levels.	After School/ Extended Day	All	Classroom teachers, Interventionist, Curriculum Coordinators	On-going			
Teachers will continue to perform peer observations to enhance collaboration and vertical planning.	ILT/ Teacher Teams	All	Classroom teachers	On-going			
Analyze beginning of year data to select appropriate in-class or pull-out interventions.	Instruction	Other student group	Classroom teachers, Administration	Quarter 1			
Struggling students will be identified for interventions early in the year; beginning with those repeating a grade, as well as those identified as urgent by their previous year's teachers and the RTI process started within the 1st quarter.	Staffing	Other student group	Classroom teachers, RTI staff	Quarter 1			



**Strategic Priority 1**

Offer a variety of Literacy-based SES and extended day programs: including those that are instructor created.	After School/ Extended Day	Other student group	Classroom teachers	On-going			

## Strategic Priority 2

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

Strategic Priority Description	Rationale
As a school, we will implement effective data-based math interventions that occur both during the instructional day as well as extended hours (before and after school).	In addition to rigorous classroom instruction, students identified as needing intensive support in specific math content areas, will be placed in corresponding interventions to meet their individual needs. In the past two years we have been able to track areas of weakness by using specific test data, i.e. Scantron, ISAT, and classroom assessments. By tracking this data, we have implemented several programs to address

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Performance data compiled over summer school will follow students to their new grades and classrooms, and be given to their new teachers for immediate analysis.	Instruction	All	Classroom teachers, Administrators	Summer 2012			
Struggling students will be identified for interventions early in the year; beginning with those repeating a grade, as well as those identified as urgent by their previous year's teachers and the RTI process started within the 1st quarter.	Staffing	Other student group	Classroom teachers, RTI staff	Quarter 1			
Increase focus on classroom instruction conducted in small, differentiated groups (i.e. Centers)	Instruction	All	Classroom teachers, Curriculum coaches	On-going			
Professional Development opportunities will be provided by (among others) instructional coaches, and will be designed to provide math teachers with ideas for creating, implementing, and analyzing meaningful interventions.	Professional Development	All	Curriculum coaches, ILT team, teachers, outside vendors	On-going			
An RTI team of classroom instructors will be created to support instructional coaches with developing and conducting their Tier 3 interventions (as well as general assistance with the overall RTI process).	Other	Other student group	Classroom RTI support team	On-going			
Libby will continue to host a variety of math-based SES and extended day programs: including those that are instructor created.	After School/ Extended Day	Other student group	Classroom teachers	On-going			

**Strategic Priority 2**

Teachers will increase the number of math-themed field trips taken; thus exposing students to real-world math like money (banks) and geometry (architecture) in an engaging, meaningful way.	Instructional Materials	All	Classroom teachers	On-going			
School interventionists and other support personal will provide push-in classroom interventions whenever possible, allowing for more fluid team teaching.	Instruction	Other student group	Classroom teachers, support staff	On-going			
Math teachers will use the ST Math intervention option to supplement those given during everyday classroom instruction.	Instruction	All	Classroom teachers	On-going			
Math teachers will develop and implement one or more school-wide, project-based experiences that will involve students across grade levels, as well as their families and the larger school-community. For example, a Libby flea market where students work to gather inventory, determine prices, sell or trade items, etc.	Parental Involvement	All	All school staff	Quarter 3			

### 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
As a school, we will develop an aligned, hands-on science curriculum based on the state learning standards across all grade levels.	Through committee meetings the science instructors discovered gaps in school wide science curriculum and realized that major concepts were being excluded. Through aligning the science curriculum, we can ensure that all students will be exposed to the important science principles that have not been previously addressed.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Both the middle and elementary schools will host science fairs involving all students.	Instruction	All	Classroom teachers, Science and Math curriculum Coordinator	Quarter 2			
Science teachers will use the Common Core "RI" standards (Reading Standards for Informational Texts) when developing their science units or daily lesson plans to align with literacy and integrate science throughout other content areas.	Instruction	All	Classroom teachers	On-going			
Libby science teachers will instruct using hands-on, investigatory methods.	Instructional Materials	All	Classroom teachers	On-going			
Science teachers at each grade level will develop a standards-based scope and sequence. Each grade level scope and sequences will then be aligned school wide, thus ensuring a comprehensive coverage of all science concepts	Instruction	All	Classroom teachers, Science and Math curriculum Coordinator	Quarter 1			
Libby's whole-school and grade-level Service Learning projects will continue with a life science focus. Students will be apply scientific concepts learned in the classroom in their efforts to build, plant, and maintain a functioning Libby vegetable garden.	After School/ Extended Day	Other student group	Service Learning lead teacher, science classroom teachers	On-going			

Strategic Priority 3

One elementary classroom will be converted into a basic science lab allowing instructors the space and resources necessary to conduct experiments. This lab will contain the science material currently available in a more accessible manner. It will also provide the space necessary for hands-on science activities that are not possible within the classroom.	Instructional Materials	All	Elementary science classroom teachers, Science and Math curriculum Coordinator	Summer 2012			
All science teachers will incorporate unit planning into their instruction. Providing students with long-term exposure to science topics and an opportunity to thoroughly investigate and synthesize concepts.	Instruction	All	Classroom teachers	On-going			

### 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
As a school, increase the use of technology in all subject areas to better prepare our students for the 21st century.	With the transition to online standardized assessments, the staff realized an urgency to make students more familiar with everyday technology. Increasing technology use in the classroom will make our students more confident and competitive in a global society.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Supply new MAC lab for middle school multi-media program.	Equipment/Technology	All	Administration	Summer 2012			
Implement Common Core Technology standards for each grade level.	Instruction	All	Exploratory teacher, classroom teachers	Quarter 1			
Secure second set of Ipads complete with docking station to provide additional opportunities for classroom small grouping and whole class projects.	Equipment/Technology	All	Administration	Summer 2012			
Implement an on-line reading program to ensure students are well versed at reading long passages on screen and are honing their typing and mouse skills.	After School/Extended Day	All	Classroom teachers, Exploratory teacher	On-going			
Each classroom teacher will oversee a personal webpage on the school website while classroom students are responsible for managing and updating the page each month.	Instruction	All	Classroom teachers, Exploratory teacher	On-going			
Increase student use of technology through classroom assignments and projects.	Instruction	All	Classroom teachers	On-going			





**Strategic Priority 4**


### 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
As a school, we will explore different methods of increasing the parental involvement at the school.	Parents are a vital part of the school but we have only a core few, approximately 10 percent, that come to school meetings and events. If we can increase the parental involvement, we will form a more cohesive Local school council, Parent Advisory and Bilingual Parent Council.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
LSC fliers will be sent home with the students one week prior to meeting as well as the night before so parents can schedule accordingly.	LSC/ PAC/ PTA	All	LSC secretary	On-going			
LSC meeting dates will be posted on the school marquee and website.	LSC/ PAC/ PTA	All	Administration	On-going			
Offer computer classes to interested parents	Equipment/ Technology	Not Applicable	PAC/BAC Chair, Child /Family Advocate, LSC member	Quarter 2			
Offer Spanish/English courses to interested parents	Parental Involvement	Not Applicable	PAC/BAC Chair, Child /Family Advocate, LSC member	Quarter 1			
Partner with Kennedy King Community College to offer free GED course for interested parents	Parental Involvement	Not Applicable	PAC/BAC Chair, Child /Family Advocate, LSC member	Quarter 3			
Challenge our active parents to reach out to other parents and invite at least one other parent to a meeting or event throughout the year.	Parental Involvement	Not Applicable	Parents, LSC members	On-going			
Form a Parent Patrol team to help monitor school grounds during arrival and dismissal times.	Parental Involvement	All	Administration, parent volunteers, security staff	Quarter 1			
Hold a Libby Parent Social with dinner and dancing.	Parental Involvement	Not Applicable	Administration, parent volunteers, security staff	Quarter 4			
Use the autocal system to make calls the night before meetings and events at the school.	Parental Involvement	All	Office clerks	On-going			

