



2012-2014 Continuous Improvement Work Plan

James Russell Lowell Elementary School

Garfield-Humboldt Elementary Network
3320 W Hirsch St Chicago, IL 60651
ISBE ID: 150162990252321
School ID: 610044
Oracle ID: 24251



Mission Statement

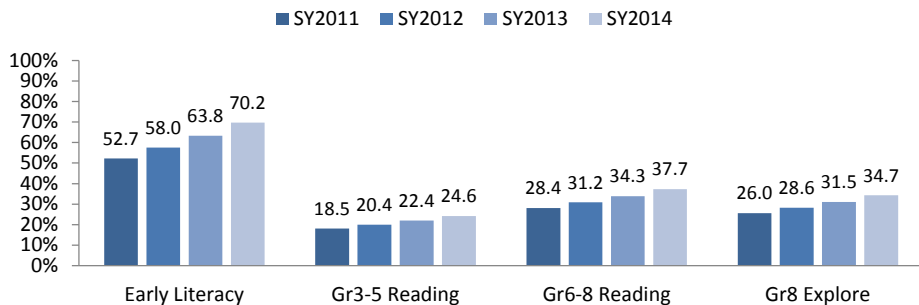
We are all responsible for developing the whole child academically, emotionally, socially and physically through the efforts of a dedicated staff and members of the wider community. And through a dynamic curriculum. As a staff, we encourage Lowell students and teachers to pursue academic excellence as well as develop personal and social responsibility by modeling positive behaviors.

Strategic Priorities

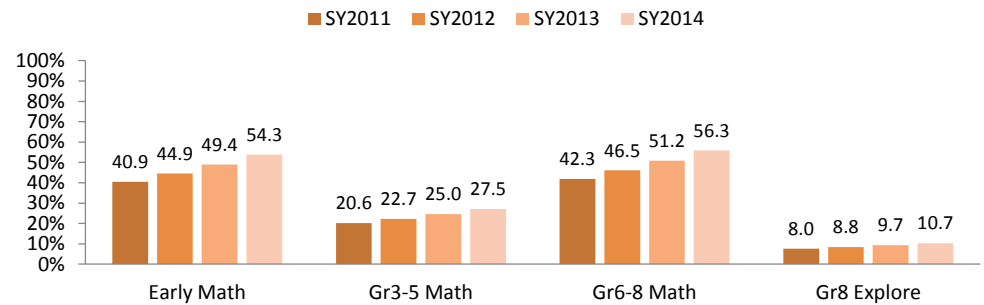
- 1. Increase Teacher Leadership and teacher ownership of student achievement.
2. Provide quality instruction for all students (including sped and ELLs) that is aligned to CCSS and that utilizes research-based instructional strategies, multiple opportunities for formative assessments/progress monitoring, opportunities to adjust the instruction based on assessment/progress monitoring data, includes
3. Provide differentiated professional learning for ALL teachers through systematic professional development that is aligned with the school goals and incorporates structured coaching and feedback cycles as well as an accountability system for the professional learning.

School Performance Goals

Literacy Performance Goals



Math Performance Goals







# Continuous Improvement Work Plan 2012 - 2014



## Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at [www.cps.edu/CIWP](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:	James Russell Lowell 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
Gladys B. Rivera	Principal
Miguel Vazquez	Assistant Principal
Patricia Lux	Lead/ Resource Teacher
Mary Muniz	ELL Teacher
Michelle Hogan	Classroom Teacher
Vanessa Alvarado	Classroom Teacher
Cynthia Martin	Classroom Teacher
Diana Hernandez	ELL Teacher
Nora Garcia	Special Education Faculty
Mitzi Santiago	LSC Member
Christine Kolarik	LSC Member

## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	52.7	58.0	63.8	70.2					
					<b>Early Math</b> % of students at Benchmark on mClass	40.9	44.9	49.4	54.3
<b>3rd - 5th Grade</b>									
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	18.5	20.4	22.4	24.6					
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	39.5	41.5	45.7	50.5					
					<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	20.6	22.7	25.0	27.5
					<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	50.3	55.3	60.8	66.9
<b>6th - 8th Grade</b>									
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	28.4	31.2	34.3	37.7					
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	52.2	57.4	63.1	69.4					
					<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	42.3	46.5	51.2	56.3
					<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	66.4	73.0	80.3	88.3
<b>8th Grade</b>									
<b>Explore - Reading</b> % of students at college readiness benchmark	26.0	28.6	31.5	34.7					
					<b>Explore - Math</b> % of students at college readiness benchmark	8.0	8.8	9.7	10.7

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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	93.2	96.0	97.0	98.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	11.2	10.1	9.1	8.1

## 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	63.5	69.9	76.9	84.6		<b>ISAT - Reading</b> % of students exceeding state standards	8.2	9.0	9.9	10.8
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	73.6	81.0	89.1	98.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	10.2	11.2	12.3	13.5
<b>ISAT - Science</b> % of students meeting or exceeding state standards	63.5	69.9	76.9	84.6		<b>ISAT - Science</b> % of students exceeding state standards	1.9	2.1	4.1	4.5

### 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 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</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>	<ol style="list-style-type: none"> <li>Lowell Elementary School has established goals for student achievement at the school and classroom levels but lacks cohesive grade level goals and interim measurements.</li> <li>Lowell Elementary School has an instructional focus on Guided Reading but the 2011-2012 school year we transitioned to a new Network and was introduced to many new practices such as ARS-17, ASWD, etc. Results from these assessments will guide the instruction with fidelity.</li> </ol>	
	<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>	<ol style="list-style-type: none"> <li>Professional learning is organized for whole staff and occasionally for Primary (k-2) and Intermediate/Upper (3-8). A needs assessment will be created to help guide our PD.</li> <li>Principal works with each staff member to determine an action plan for Reading and Math based on student achievement data from multiple sources (Scantron, ARS-17, ISAT, AMAT, etc.)</li> <li>Principal is working toward a school-wide culture of college and career readiness through encouraging students to apply to selective enrollment high schools and honors classes, and by offering High School Algebra to 8th grade students.</li> <li>Principal creates an atmosphere for empowering students, families, and communities through report card pickup conferences, open houses, literacy nights, parent ISAT workshops, and by creating school-wide data walls that are shared at report-card pickup.</li> <li>Lowell hired ASCD Consultants to provide PD on CCSS to our teachers during the 2010-2011 school year.</li> </ol>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</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>	<ol style="list-style-type: none"> <li>1. Although it is a requirement to be a part of at least one committee and every teacher is signed up for at least one committee, a core group of teachers (ILT) performs almost all of the teacher leadership duties at the school.</li> <li>2. Members of the ILT attempt to solicit opinions regarding decision and few other staff members contribute to decision-making.</li> <li>3. Teacher learning gained from outside PDs is inconsistently shared and peer visits/observations are limited.</li> </ol>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instructional Leadership Team (ILT)</b> -----&gt;</p>			<b>3</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>	<ol style="list-style-type: none"> <li>The ILT has evolved to include more effective representatives from all grade clusters (K-2, 3-5, 6-8), Bilingual Department, Special Education Department, Ancillary, and Administration.</li> <li>The ILT is working toward becoming leaders in improving teaching and learning through attending outside PDs, leading conversations with colleagues about instruction, and initiating peer observations/visits.</li> <li>The ILT organizes and leads some whole staff professional development activities and occasionally gives input for the TT Meeting agendas.</li> <li>Some members of the ILT facilitate two-way communication between the ILT and the teachers.</li> <li>Lowell's ILT has experienced many paradigm shifts when we switched Networks and is adjusting to the "new" ILT model with a stronger focus on data analysis for improving instruction.</li> <li>The ILT regularly analyzes quantitative data and is working toward using the data to monitor the implementation of the school's plan.</li> </ol>	
<p><b>Monitoring and adjusting</b> -----&gt;</p>			<b>3</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>	<ol style="list-style-type: none"> <li>The ILT analyzes district and Network assessments (ISAT, ARS-17, ASWD, AMAT, ASA, Scantron) and Attendance data according to the PM Schedule the GH Network created. The ILT analyzes data at the school and grade level, then during Teacher Team meetings teachers systematically analyze the data down to the classroom and student levels and action items are developed based on the results of the data analysis.</li> </ol>	



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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<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>	<ol style="list-style-type: none"> <li>Curricular pacing/scope and sequence is determined by the district (math and science) and Network (ARS-17 for grades 3-8) and in grades K-3 the basal series influences (but does not determine) the pacing/scope and sequence.</li> <li>Some grade level teams and individual teachers develop units of instruction based on ILS or CCSS. Other teachers follow what is suggested by the instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and in some grades instructional text is limited to textbooks and is focused on fiction.</li> <li>Curricular planning does not consistently support instruction for students with disabilities and ELLs.</li> </ol>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<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>	<ol style="list-style-type: none"> <li>Lowell Elementary School uses CMSI recommended materials for math and science which are aligned with standards but need to be replenished. We use SCRMA (Reading Street/Lectura) Reading materials. Reading Street is aligned with ILS standards but Lectura for the ELL population is not aligned.</li> <li>Lowell Elementary school supplies additional instructional materials housed in Room 208 including theme boxes and sets, realia, instructional games, audio books, etc. The resource room also houses novel sets and leveled readers that range in reading</li> </ol>	
<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>2</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>	<ol style="list-style-type: none"> <li>1. School wide data is consistently available to the ILT and supplied by the ILT facilitator. Teachers have access to assessment data but it is not always accessed.</li> <li>2. Each teacher administers the required district and Network assessments but there are no additional grade-level or school-wide common assessments.</li> <li>3. Assessments are currently focused on a particular format and teachers are beginning to develop alternative assessment methods that are closely aligned to the CCSS.</li> <li>4. Assessment accommodations and modifications are in place for students with disabilities and are being developed for ELLs but the level of following the accommodations and modifications is inconsistent.</li> </ol>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</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>	<ol style="list-style-type: none"> <li>1. Learning objectives are inconsistently communicated to the students and are aligned to either the instructional materials or to standards.</li> <li>2. Questioning is a combination of high- and low-level but it is still more heavily lower level ask-answer-assess types of questions.</li> <li>3. Sequencing of lessons in most classes is primarily driven by the pacing suggested by the district and/or Network and occasionally by student need as reflected in assessment data (i.e. reteaching).</li> <li>4. Instruction in primary grades is delivered in both whole- and small-group to allow for reteaching and increased rigor. In grades 3-8 most instruction is delivered whole-group.</li> <li>5. Formative assessment is used inconsistently between teachers.</li> </ol>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</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>	<ol style="list-style-type: none"> <li>Lowell Elementary School uses DIBELS/IDEL and mClass Math as screening assessments in grades K-2 but grades 3-8 do not have a systematic approach to administering screening assessments to identify students in need of academic intervention. The school administers the <i>Benchmark Assessment System</i> (Fountas and Pinnell) to all students K-8.</li> <li>Some teachers administer diagnostic assessments to identify skills gaps but there is not a systematic school-wide approach.</li> <li>Interventions include in-class small-group and individual instruction by the teacher and push-in support by ancillary support.</li> <li>Systematic monitoring of Response to Intervention folders by the Assistant Principal, Case Manager, and Literacy Coach began the 2011-2012 school year and the RtI team gives scheduled support on a consistent basis.</li> </ol>	
	<b>Whole staff professional development</b> ----->			<b>2</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>	<ol style="list-style-type: none"> <li>Whole staff professional development occurs regularly and is loosely aligned to the school's priorities.</li> <li>Lowell Elementary School lacks a formal and systematic method of monitoring the effectiveness of PD.</li> <li>School-wide structures such as common preparation periods and formal scheduled Teacher Team Meetings support PD that is relevant to literacy practices and based on teacher needs but the school lacks structures to ensure ongoing PD for math, science, and special education.</li> </ol>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3:</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>	<ol style="list-style-type: none"> <li>Grade level Teacher Teams formally meet regularly (every other week for a double period) but the meetings are a mix of activities (including "burning issues," data analysis, and PD). The schedule does not support course teams to meet with the same regularity.</li> <li>Teachers rarely discuss progress monitoring data to track the effectiveness of instruction and interventions.</li> <li>A few individual teachers take ownership of student learning results.</li> <li>Teacher Team Meetings and planning time in K-5 include Bilingual teachers and Special Education teachers; grades 6-8 planning is not cohesive across Bilingual Education, Special education, and content areas.</li> <li>Teacher Team meetings have agendas and clear protocols and norms.</li> </ol>	
	<b>Instructional coaching</b> ----->			<b>2</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>	<ol style="list-style-type: none"> <li>Instructional coaching is typically focused on the less effective teachers. Coaching for other teachers is usually available at the teacher's request.</li> <li>Support for new teachers is inconsistent and comes from a combination of a formal district-sponsored program and a school-based mentoring program.</li> <li>Outside/additional professional development (i.e. Math Trailblazers, Foss, etc.) is typically suggested by the Administration and left to teacher initiative.</li> <li>Teachers rarely receive feedback about instruction.</li> <li>Peer observation/visits is occasionally done by ILT members and is encouraged for the rest of the staff, but it is not a regular occurrence.</li> </ol>	

### School Effectiveness Framework

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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>2</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>	<ol style="list-style-type: none"> <li>Most staff members establish the expectation for all students to aspire to college and career ready standards.</li> <li>The school offers High School Algebra for 8th grade students as part of the college-going culture, but lacks an intentional plan.</li> <li>A few students have opportunities for authentic leadership and student voice through the Student Council in 7th and 8th grades.</li> </ol>	
	<b>Relationships</b> ----->			<b>2</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>	<ol style="list-style-type: none"> <li>Most teachers have strong bonds with their students and strongly advocate for them.</li> <li>Lowell Elementary School provides expectations of "peacemaker" behaviors for adults and students (i.e. greeting each other, speaking respectfully) and most adults adhere to these expectations.</li> <li>Students with disabilities are included in both academic and non-academic situations to the greatest extent possible.</li> <li>Teachers approaches to students' home language, experiences, values, and culture varies across the staff.</li> </ol>	
	<b>Behavior &amp; Safety</b> ----->			<b>3</b>

### School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<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>	<ol style="list-style-type: none"> <li>Lowell Elementary School has established expectations for behavior and follows the CPS Uniform Code of Conduct for higher offenses, but the lesser discipline issues and positive behavior supports are handled differently between teachers.</li> <li>Most of the staff contributes to a safe, welcoming school environment and most classrooms are conducive to learning.</li> </ol>	

### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
<b>NSION 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>	<ol style="list-style-type: none"> <li>Principal provides information for families in response to parent requests and at open houses, literacy nights, parent workshops, and through the school-wide data walls that are shared at report-card pickup.</li> <li>Some teachers explain the grade-level learning expectations and how the grading system reflects the grade-level standards.</li> <li>Families can learn about other schools if they reach out to the school for the information.</li> </ol>		
	<b>Ongoing communication</b> ----->				<b>3</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>	<ol style="list-style-type: none"> <li>All teachers communicate to families through monthly newsletters and many teachers consistently reach out to families about student progress, learning, and behavior.</li> </ol>		
<b>Bonding</b> ----->				<b>3</b>	



### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIME</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>	<ol style="list-style-type: none"> <li>Lowell Elementary School has a clean, welcoming, and pleasant environment.</li> <li>There are opportunities for families and community members to attend activities such as band and choir performances, quarterly assemblies, award assemblies, and occasional curriculum nights.</li> </ol>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 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>	<ol style="list-style-type: none"> <li>Lowell Elementary School staff and the Community School provides support and services such as free eye glasses, counseling, referrals for therapy, etc. both during and outside of school hours.</li> </ol>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</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>	<ol style="list-style-type: none"> <li>Information about college or career choices is provided through Explore testing and Junior Achievement.</li> </ol>	
<b>Academic Planning</b> ----->			<b>2</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>	<ol style="list-style-type: none"> <li>Support for college and career planning is provided for many students by the teachers, Case Manager, and other staff members through setting goals and having students monitor their own learning through data.</li> <li>Lowell Elementary School encourages high performing students to take Advanced Placement and honors courses in High School.</li> </ol>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</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>	<ol style="list-style-type: none"> <li>Many extracurricular activities exist with a broad range of interests and abilities (i.e. JR. R.O.T.C., band, choir, Lowell Lions, sports, Girl Scouts, etc.)</li> </ol>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</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>	<ol style="list-style-type: none"> <li>The students in eighth grade are introduced to the Explore test, prepare for it, and take the Explore test.</li> </ol>	
	<b>College &amp; Career Admissions and Affordability</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>	Not Applicable	
<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>	<ol style="list-style-type: none"> <li>Lowell Elementary School works to ease the transition from Pre-K to Kindergarten through a "walking field trip" to visit the Kindergarten classroom and on the last day of school, grades K-7 go to the new classroom, meet their new teacher, and receive supply lists (and new in 2012) their summer packets.</li> </ol>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>4</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>	<ol style="list-style-type: none"> <li>1. Lowell Elementary School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>2. Lowell Elementary School actively identifies and pursues opportunities for outside funding or community partnerships to help meet student and staff needs.</li> <li>3. Lowell Elementary School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ol>	
	<b>Building a Team</b> ----->			<b>3</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>	<ol style="list-style-type: none"> <li>1. Hiring is conducted according to the CPS policy and NCLB requirements.</li> <li>2. Many applicants have a previous connection to the school through recommendations, alumni, etc. Lowell currently has several former students employed as aides and teachers.</li> <li>3. Interviews range from applicant to applicant; some include a team, some include a model lesson. The school is developing a clear protocol for interviewing and selecting from the applicants.</li> <li>4. All positions are filled according to certifications and endorsements to adhere to NCLB mandates.</li> </ol>	
	<b>Use of Time</b> ----->			<b>2</b>

### School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<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>	<ol style="list-style-type: none"> <li>1. School schedule is designed primarily based on the minimum number of minutes per subject.</li> <li>2. Teacher Team Meetings are scheduled for two periods every two weeks.</li> <li>3. Intervention for struggling students happens at the initiative of individual teachers during instructional time.</li> </ol>	

## 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 all responsible for developing the whole child academically, emotionally, socially and physically through the efforts of a dedicated staff and members of the wider community. And through a dynamic curriculum. As a staff, we encourage Lowell students and teachers to pursue academic excellence as well as develop personal and social responsibility by modeling positive behaviors.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase Teacher Leadership and teacher ownership of student achievement.	According to <i>Dimension 1: Leadership</i> in our SEF, Teacher Leadership is at a very basic level with most decisions and "work" done by a few teachers. It is also observed that many teachers outside of the ILT either attribute low achievement to factors outside of instruction or feel they are the teachers of only one target group of students and do not share ownership of the achievement of all students, including ELLs, SPED modifications.
2	Provide quality instruction for all students (including sped and ELLs) that is aligned to CCSS and that utilizes research-based instructional strategies, multiple opportunities for formative assessments/progress monitoring, opportunities to adjust the instruction based on assessment/progress monitoring data, includes accommodations/modifications for ELLs and students with disabilities, and addresses multiple learning modes.	According to our SEF, <i>Dimension 2: Core Instruction</i> is equal to that of a "Typical School". According to the 2011 School Scorecard, on the ISAT 69% of our students are meeting or exceeding standards in Reading and 76.1% of our students are meeting or exceeding standards in Math. According to our 2011-2012 MOY DIBELS, According to our 2011-2012 MOY mClass Math,
3	Provide differentiated professional learning for ALL teachers through systematic professional development that is aligned with the school goals and incorporates structured coaching and feedback cycles as well as an accountability system for the professional learning.	According to our SEF, <i>Dimension 3: Professional Learning</i> , there is a disconnect among PD, coaching, Special Education, ELLs and paraprofessionals providing effective support to students.
4	Optional	
5	Optional	

### Strategic Priority 1

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

Strategic Priority Description	Rationale
Increase Teacher Leadership and teacher ownership of student achievement.	According to Dimension 1: Leadership in our SEF, Teacher Leadership is at a very basic level with most decisions and "work" done by a few teachers. It is also observed that many teachers outside of the ILT either attribute low achievement to factors outside of instruction or feel they are the teachers of only one target group of students and do not share ownership of the achievement of all students, including ELLs, SPED modifications.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop and consistently utilize a comprehensive hiring protocol that includes a team of teachers, LC, BLT, questions, a rating system for applicants, and concrete expectations for applicants.	Staffing	Not Applicable	Administration, ILT, LC, BLT	Summer 2012	Summer 2012		
Re-evaluate committees and delete or add committees as needed and establish clear expectations, duties, and outcomes for each committee.	Other	Not Applicable	Administration, ILT, LC, BLT	Summer 2012	Quarter 1		
Establish roles for a grade-cluster representative position with the purpose of giving teachers ownership of student achievement. This position would include leading cluster meetings, dispersing and collecting necessary documents, being a liason for the grade level cluster, etc.	Other	Not Applicable	Administration, ILT, LC, BLT	Summer 2012	Quarter 1		
Appoint a grade-cluster representative (who is not on the ILT) for the position and training the person for the position.	Other	Not Applicable	Administration, ILT, LC, BLT	Quarter 1	Quarter 1		



**Strategic Priority 1**




## Strategic Priority 2

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

Strategic Priority Description	Rationale
Provide quality instruction for all students (including sped and ELLs) that is aligned to CCSS and that utilizes research-based instructional strategies, multiple opportunities for formative assessments/progress monitoring, opportunities to adjust the instruction based on assessment/progress monitoring data, includes accommodations/modifications for ELLs and students with disabilities, and addresses multiple learning modes.	According to our SEF, Dimension 2: Core Instruction is equal to that of a "Typical School". According to the 2011 School Scorecard, on the ISAT 69% of our students are meeting or exceeding standards in Reading and 76.1% of our students are meeting or exceeding standards in Math. According to our 2011-2012 MOY DIBELS, According to our 2011-2012 MOY mClass Math,

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Four selected teachers will attend a training on creating CCSS based units of instruction.	Professional Development	All	The teachers chosen to attend	Summer 2012	Summer 2012		
The teachers who attended the Network training on CCSS units of instruction will lead grade cluster teams in developing and implementing quarterly plans for each grade.	ILT/ Teacher Teams	All	Entire staff	Summer 2012	Quarter 4		
Provide PD and coaching for differentiating instruction for ELLs and students with disabilities.	Professional Development	All	ILT, Case Manager, BLT	Quarter 1	Quarter 1		
Establish a schedule of reviewing and analyzing progress monitoring data so teachers can adjust instruction/interventions.	Other	Not Applicable	Rtl Team	Quarter 1	On-going		
Rtl team support for interventions and paperwork every week	Other	Not Applicable	Rtl Team and Literacy Coach	Quarter 1	Quarter 4		
Implement Heggerty for Phonemic Awareness Daily for K-2 (general, ELL, and Special education classrooms)	Instruction	All	K-2 Teachers	Quarter 1	On-going		
Implement with fidelity <i>Sing, Spell, Read, Write</i> in all K-2 classrooms	Instruction	All	K-2 Teachers	Quarter 1	On-going		
Schedule for an uninterrupted literacy block	Other	All	Administration, Literacy Coach, Bilingual Lead Teacher	Summer 2012	Quarter 1		
School-based after school/or Saturday booster program for low performing students, and enrichment program for students at Meets and Exceeds.	After School/ Extended Day	All	Administration, Literacy Coach, Bilingual Lead Teacher, ILT	Quarter 2	Quarter 4		
Hire extra prep teacher so the Bilingual Lead Teacher can support ELL students in both pull-out and push-in situations on a consistent basis and give ELD support	Staffing	English Language Learners	Administration	Summer 2012	Quarter 1		
Daily visits/observations to classrooms by administration.	Instruction	All	Administration	Quarter 1	Quarter 4		
Targeted remediation through coaching for ineffective teachers.	Instruction	All	Literacy Coach/BLT/Consultants	Quarter 1	Quarter 4		

**Strategic Priority 2**

Provide PD and coaching on instructional strategies to teach instructional/academic vocabulary	Professional Development	All	Literacy Coach and BLT	Quarter 1	Quarter 3		
Provide PD and coaching on instructional strategies to teach ARS-17 Skills	Professional Development	All	Literacy Coach and Network ISLs	Quarter 1	Quarter 4		
Provide PD and coaching on Bloom's Taxonomy and increasing "rigor"/cognitive complexity of instruction	Professional Development	All	Literacy Coach and Network ISLs	Quarter 1	Quarter 4		
Provide test-taking strategies through the use of the ISAT Coach for grades 3-8	Instructional Materials	All	Literacy Coach and Administration	Summer 2012	Quarter 1		
Inventory <i>Crossroads</i> (CCSS coach)	Instructional Materials	Not Applicable	Assistant Principal and Literacy Coach	Summer 2012	Summer 2012		
Provide CCSS support through the use of the ISAT Coach for grades 3-8 Inventory <i>Crossroads</i> (CCSS coach) for grades 3-8	Instructional Materials	Not Applicable	Literacy Coach and Administration	Summer 2012	Quarter 1		
Provide High School Algebra for qualifying 8th Grade Students	Instruction	Other student group	Ms. Salgado	Quarter 1	Quarter 4		
Inventory Non-Negotiables Explore test prep books	Instructional Materials	Not Applicable	Assistant Principal and Literacy Coach	Summer 2012	Summer 2012		
Provide Explore test preparation with Non-negotiables	Instruction	All	7th and 8th grade teachers	Quarter 1	Quarter 4		
Continue administering and analyzing the interim assessments provided by the Network (ARS-17, ASWD, AMAT, ASA, etc.)	Instruction	All	Teachers, Literacy Coach	Quarter 1	Quarter 4		
Purchase Scholastic periodicals and newspapers to expose students to non-fiction.	Instructional Materials	All	Principal	Quarter 1	Quarter 4		
Increase students' reading comprehension by purchasing licenses to continue Achieve 3000 for grades 3-8, Reading Eggs for grades K-2, Imagine Learning for ELLs and Teacher Web for teachers (classroom website for parent/teacher communication.)	Equipment/Technology	All	Principal	Quarter 1	Quarter 4		

### Strategic Priority 3

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

Strategic Priority Description	Rationale
Provide differentiated professional learning for ALL teachers through systematic professional development that is aligned with the school goals and incorporates structured coaching and feedback cycles as well as an accountability system for the professional learning.	According to our SEF, Dimension 3: Professional Learning, there is a disconnect among PD, coaching, Special Education, ELLs and paraprofessionals providing effective support to students.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a year long PD plan that is aligned with the school goals.	Other	Not Applicable	Literacy Coach and ILT	Summer 2012	Quarter 1		
Monitor the application of professional learning	Other	Not Applicable	ILT, LC, and Administration	Quarter 1	On-going		
Take a needs assessment to determine individual teachers' learning plan.	Other	Not Applicable	ILT	Quarter 1	On-going		
Establish a schedule of reviewing and analyzing progress monitoring data for students receiving interventions and to review RtI folders so teachers can adjust instruction/interventions.	Other	Not Applicable	Case Manager, LC, and RtI Team	Quarter 1	On-going		
Establish and follow protocols for weekly structured teacher team meetings for collaboration, planning, and analyzing progress monitoring data.	ILT/ Teacher Teams	All	Literacy Coach, ILT and Teacher Teams	Summer 2012	On-going		
Implement a coaching structure that includes timely feedback according to established protocols.	Other	All	Literacy Coach and ILT	Quarter 1	On-going		
Identify an individual and Establish a schedule of math coaching/support for K-5 so to ensure fidelity of implementation and pacing , use of effective instructional strategies, modifications and accommodations are being met for all students.	After School/ Extended Day	All	Administration and ILT	Quarter 1	On-going		
Provide PD and coaching for differentiating instruction for ELLs and students with disabilities.	Professional Development	All	ILT, Case Manager, BLT	Quarter 1	Quarter 1		
Provide PD and coaching on instructional strategies to teach instructional/academic vocabulary	Professional Development	All	Literacy Coach and BLT	Quarter 1	Quarter 3		
Provide PD and coaching on instructional strategies to teach ARS-17 Skills	Professional Development	All	Literacy Coach and Network ISLs	Quarter 1	Quarter 4		
Provide PD and coaching on Bloom's Taxonomy and increasing "rigor"/cognitive complexity of instruction	Professional Development	All	Literacy Coach and Network ISLs	Quarter 1	Quarter 4		

**Strategic Priority 3**


## Strategic Priority 4

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

Strategic Priority Description	Rationale

## Action Plan

## Monitoring

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



### Strategic Priority 5

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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