



2012-2014 Continuous Improvement Work Plan

Mary Lyon Elementary School

Fullerton Elementary Network
2941 N McVicker Ave Chicago, IL 60634
ISBE ID: 150162990252323
School ID: 610046
Oracle ID: 24281



Mission Statement

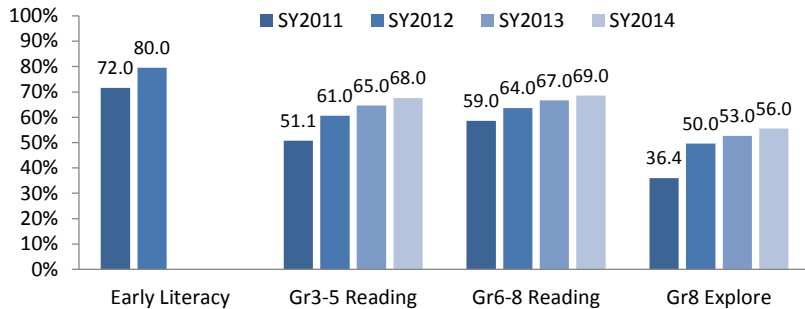
Mary Lyon Elementary School will provide an environment for student growth so that all students have the opportunity to be on track to meet/exceed goals and objectives in their continuing education and become college ready. All students will be developed as a whole child in order to use all their talents and creativity in their roles as adults in the 21st century.

Strategic Priorities

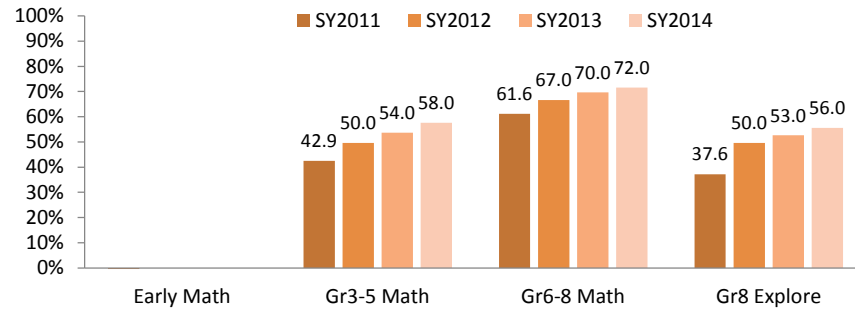
1. Literacy: Through the use of data driven instruction, we will improve literacy scores across grade level curriculum and student subgroups by executing the CPS Literacy Framework with fidelity; text complexity will be the foundation of strengthening vocabulary and comprehension.
2. Bilingual Program: Identify and analyze research based bilingual program models in search of establishing a well defined bilingual program that is differentiated based on the needs of Mary Lyon students as identified by ACCESS data.
3. Special Education: Improve Special Education instructional services for SPED students by building capacity in all teaching staff and enhancing materials.
4. Math: Through the use of data driven instruction, we will improve student growth in Math scores across all grade levels and subgroups by executing the CPS Mathematics Content Framework with fidelity; emphasis will be placed on number sense and algebra.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Mary Lyon 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
Gabor, Clifford	Principal
Pérez, Guadalupe	Assistant Principal
Hannigan, Joann	LSC Member
Jackson, Richard	LSC Member
Kelly, Eloise	Classroom Teacher
Marier, Amanda	Classroom Teacher
O'Connor, James	Classroom Teacher
Adrianzen, Luzmila	ELL Teacher
Butera, Candace	Special Education Faculty
Quiles, José	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	
Early Literacy % of students at Benchmark on DIBELS, IDEL	72.0	80.0				Early Math % of students at Benchmark on mClass	NDA			
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	51.1	61.0	65.0	68.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	42.9	50.0	54.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	68.1	75.0	80.0	83.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	70.2	75.0	78.0	80.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	59.0	64.0	67.0	69.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	61.6	67.0	70.0	72.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.6	75.0	80.0	83.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	62.9	75.0	80.0	83.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	36.4	50.0	53.0	56.0		Explore - Math % of students at college readiness benchmark	37.6	50.0	53.0	56.0

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.9	96.1	96.2	96.3	Misconducts Rate of Misconducts (any) per 100	3.7		

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	79.6	83.0	84.0	85.0	ISAT - Reading % of students exceeding state standards	23.7	28.0	29.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	89.5	91.0	92.0	93.0	ISAT - Mathematics % of students exceeding state standards	29.5	33.0	34.0	35.0
ISAT - Science % of students meeting or exceeding state standards	81.6	83.0	84.0	85.0	ISAT - Science % of students exceeding state standards	20.5	23.0	24.0	25.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> The network has set specific measurable goals for our students, based on state and national tests. We evaluate all test data as it is received so as to adjust goals, priorities, and the School Effectiveness Framework as needed. We measure college and career readiness by the rate of acceptance to selective high schools, and by test data. Teachers analyze assessment data including, but not limited to DIBELS and NWEA, both individually with a data analyst, in groups and with administration, and 	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Principal has set a foundation of team meetings and chain for communication. ILT members in their leadership capacity disseminate information to their peers and report back to the administration. Teachers attend individual conferences where they are in serviced on data analysis specific to their students and where they can build their capacity in working with data. When an instructional or school level need is discovered administration identifies a staff member who generates an action plan for the need and approves it with the principal. Based on feedback from the administration the action plan is supported and revised as needed. Monitoring and coaching takes place with the teacher regularly regarding the plan. The entire faculty and staff are invested in the success of the school through leadership or participation in the following areas, including (but not limited to): ILT membership - provides professional development to staff on 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead -Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> *Principal has set a foundation of team meetings and chain for communication. ILT members in their leadership capacity disseminate information to their peers and report back to the administration. *Teachers attend individual conferences where they are in serviced on data analysis specific to their students and where they can build their capacity in working with data. *When an instructional or school level need is discovered administration identifies a staff member who generates an action plan for the need and approves it with the principal. Based on feedback from the administration the action plan is supported and revised as needed. Monitoring and coaching takes place with the teacher regularly regarding the plan. *The entire faculty and staff are invested in the success of the school through leadership or participation in the following areas, including (but not limited to): <ul style="list-style-type: none"> * ILT membership - provides professional development to staff on various topics based on the needs of the school. * Grade/Subject chair/Team - relay information and give guidance to teacher teams both vertically and horizontally. 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> *Principal has set a foundation of team meetings and chain for communication. ILT members in their leadership capacity disseminate information to their peers and report back to the administration. *Teachers attend individual conferences where they are in serviced on data analysis specific to their students and where they can build their capacity in working with data. * Our ILT includes personnel with expertise in special education, bilingual education, and counseling. * The Literacy Coordinator and Lead Teachers were identified. * The ILT pursues the implementation of best practices and research as identified through conferences, professional readings, and professional development. * The ILT communicates expectations and supports high quality instruction in all classrooms. * The ILT effectively manages resources to address the school's priorities and students' needs. * The ILT provides input on school-wide purchases, such as textbooks and classroom materials. 	
Monitoring and adjusting			2
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<ul style="list-style-type: none"> * The school has an on-going continuous approach to analyzing data in relation to school-wide goals and the theory of action. * Analysis is done, not only at the school level, grade level, and classroom level, but also at the student level with individual conferences. * Analysis is on-going to adjust focus and resources at any level. *School is working on a process /rubric to analyze non-NWEA data including, but not limited to ACCESS data, in order to improve our efforts in differentiated instruction. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			1
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Reading block is scheduled and in place for grades kindergarten through fifth. Departmental is in place for grades sixth through eighth which includes a daily "90" minutes of English Language Arts. In grades kindergarten through fifth small group guided reading is in place. In grades sixth through eighth this is supplemented with novel studies and independent reading and reports. Teachers are developing a year-long course of studies based upon Common Core standards and individualized by analysis of NWEA results. Each teacher has regularly scheduled meeting to analyze data with a private consultant or network data analyst. Grade level and course teams meet semimonthly to develop common units of instruction aligned to state standards. Students are exposed to appropriate levels of texts and instruction, with a focus on non-fiction texts. 	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Each grade level or course team has instructional materials, not limited to texts, which are aligned with state standards. An inventory of instructional materials for ELL and students with disabilities is ongoing. Based on preliminary findings ELL students need texts with both translations of English and Spanish and special ed students need texts that are leveled. The school is working on a plan to organize classroom libraries, as well as the school library, to better facilitate differentiated instruction. 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> * School-wide, teacher team and classroom data is organized and available to all teachers immediately after the assessment. Data is also available at the PD following the assessment. * Each grade level or course team uses a varied and comprehensive set of multi-purpose assessments to monitor student learning and adjust goals as needed. * All assessment methods are aligned with state standards and we are developing assessments aligned with the Common Core Curriculum. * To ensure that students with disabilities are able to demonstrate their knowledge and skills, accommodations and modifications are discussed at IEP meetings, grade level meetings, professional development meetings, and are readily available in classroom files. *WIDA standards and ACCESS scores are used for placement of ELL students and to support language development. 	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> *Teacher collaboration is encouraged supported and monitored by the administration. * Teachers use posted "I can ..." statements at the beginning of each class to communicate to the students the objectives, relevance, and procedures. * Teachers and students have a reference point as determined by standardized assessments from which they can build upon. *Teachers develop instructional practices by analyzing assessment data and activating prior knowledge. * Teachers have been in-serviced on the use and construction of both literal and higher-order thinking questions. * Teachers and students use NWEA MAP scores to project a specific growth target (number) for Explore and Map Assessments. * General Education teachers collaborate with SPED and ELL teachers in order to scaffold all instruction to all students. * Teachers regularly use both formal and informal assessments to monitor progress and growth of all students. * Teachers continue to develop differentiated lessons. 	

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Typical School	Effective School	Evidence	Evaluation
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Intervention ----->			2
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> The school has a systemic and multi-tiered approach for screening students who may be in need for special services, such as Special Education and ELL intervention. This approach is based on timely and accurate data. Interventions in the classroom include, but are not limited to: small group instruction, push in support, peer tutoring, tutoring services. Interventions outside of the classroom include, but are not limited to: before school classes, afterschool classes, Saturday school, small group ELL instruction groups, S.E. small group and individual instruction. An informal tutor intervention program that is in use both inside and outside of the classrooms was launched this year. Program is being analyzed for pertinent revisions. Tutors work collaboratively with teachers for reinforcement and enrichment Interventions are monitored by the ILT, the school administration, grade level teachers, and the individual classroom teacher. Through flexible groupings, students are academically challenged on a daily basis at instructional levels 	

Whole staff professional development ----->			2
<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> The principal and the ILT discuss and plan differentiated professional development for the staff aligned to school-wide goals and NWEA and ISAT growth goals. The school administration continuously monitors PD Administration, ILT, PPLC, grade/department meetings ensure that PD is ongoing and relevant to priorities and goals. With the assistance of an outside data analyst, the entire school is engaged to determine new opportunities for improvement. Teachers attend network workshops, and present what they have learned to staff. 	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> General education, bilingual education, and special education teachers have common planning time within their grade level teams. Teachers meet weekly in grade level and departmental meetings. Classroom teachers and specialists meet every five weeks to analyze data for students receiving intervention or participating in after school programs. Grade level teams are inclusive of general education, special education, bilingual teachers and other teacher members of the staff as needed. Administration, ILT, PLC strongly support grade level and department teams. Protocols are in place throughout the school from administration through grade level teams to keep meeting agendas focused. 	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> The school has a coaching plan that includes administrators’ classroom visits and a teacher mentoring program. Mentor teacher - provides a veteran teacher as a thought partner to a new teacher Lyon. Mentor teachers also provide guidance and a supportive ear to teachers of a new grade level or subject. New teachers and teachers in new subject areas are included in the mentoring program. Teachers receive regular feedback from the administrators and designated mentors. With the collaboration of the administration and grade level chairpersons, teachers develop individual PD plans that may or may not include National Board Certification. Teachers also receive regular feedback from their peers and administration. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> The principal to the classroom teacher all have expectations for all students to aspire to college and career-ready standards. The use of higher order thinking skills and the use of Bloom's Taxonomy is evident in all classrooms and lesson plans. The upper grades are developing a plan to strengthen awareness of college and career goals. Student leadership is evident in the school newsletter, yearbook, sports, and other activities. 	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> Faculty and staff advocate for students. As reflected in the misconduct rate, interactions between students and staff show mutual respect. Students with disabilities and ELL students are included as equals in the school community both in educational and social situations. Classroom experiences, award assemblies, and after school parent/family events reflect and respect home language and culture. The principal has led an effort to increase connections among parents, school, and community. 	
Behavior & Safety ----->			3	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> • The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> * Mary Lyon School has a school-wide approach to discipline that includes but is not limited to administration and a Dean of Students and specific procedures for discipline referrals. * Positive behavior is reinforced. * The physical plant of Lyon School is maintained as a safe, welcoming environment. * Positive behavior is reinforced by R.O.A.R.: responsible, organized, accountable, respectful. 	

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
NSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Principal provides clear, accurate, and up-to-date information for family and community through the LSC presentations, parent meetings, and report card pick up days. Information is presented orally and written so that the families and the students understand the relevant data. Through conferences and written communications, teachers communicate academic expectations and examples of standards, goals, etc. Especially in reference to transition grades, information concerning school and program choices is dispersed when appropriate and available. 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Communication between families and school staff is ongoing and covers many topics: expectations, support, intervention techniques, and individual assistance. Parent meetings, bilingual meetings and in servicing programs for parents add strength to the school's communication. 	
	Bonding ----->			2

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
DIME	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> * From the clean hallways to the colorful bulletin boards, the school has maintained a welcoming and non-threatening environment for years. * Family festivals for all grades are held throughout the year, quarterly award assemblies, family reading nights, etc., are all part of Mary Lyon's yearly activities. 	

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
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> * Through the leadership of the Multidisciplinary Team (SPED, IEP, Special Services) classroom teachers and the support teams engage in ongoing collaboration and visitations with social agencies and families. 	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> * Utilizing field trips to NIU of various purposes, a city tour which also includes UIC, and college dress day in the upper grades, we strive to expose our students to college awareness. * College Tutors and College Lead Tutors have been scheduled to work with students. 	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> * By maintaining a rigorous academic program and enhancing it with the presence of college tutors, student observers and student teachers, we provide support for college and career aspirations. * Classroom teachers also utilize group discussions and research assignments to introduce career education. 		
Enrichment & Extracurricular Engagement ----->			2	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> * Through academic areas (i.e. algebra, literature) and extracurricular activities (i.e. original plays, the Stock Market Club, Dimension M, athletics) we strive to nurture leadership, talents, and engagement. 		

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
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> *School counselor provides informational sessions regarding high school selection process. During these sessions, additional information regarding college options is also shared with students. 	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 		
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> * By maintaining passing grades in all goals and standards in kindergarten and in each benchmark grade and ensuring such with before school, after school, and Saturday school, we work to ensure effective transitions. * Individual parent conferences are utilized to ensure effective social transitions. * PAC meetings and workshops assist the parents in aiding successful transitions. * Home visits are made as necessary to assist in transitions. 	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				3
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> * By using input from the ILT and the PPLC, school staff identifies needs and priorities in the school. The school administration and the LSC allocates discretionary spending based on this input. * Opportunities for outside funding, i.e. Oppenheimer Grant, etc., have been identified and successfully obtained. 		
	Building a Team ----->				2
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> * The school Administration with the advice of the ILT and the PPLC assesses need, capacity, and scheduling throughout the school. * Using a pool of student teachers, tutors, displaced teachers, and resumes, the administration strives to find potential staff members. * An interview committee has generated a protocol for assessing expertise, philosophy, and commitment which may or may not include demonstration lessons, portfolios, and interviews with grade level and departmental members. 		
Use of Time ----->				2	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> * School schedules are based on needs and goals and may be amended or altered as needs change. * Scheduling a four-hour kindergarten program allows for greater flexibility in scheduling and relieving overcrowdedness in the school *Scheduling allows for common grade level collaboration periods in addition to common morning preparation periods. * Intervention blocks include the regular day and before/after school interventions. 	

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

Mary Lyon Elementary School will provide an environment for student growth so that all students have the opportunity to be on track to meet/exceed goals and objectives in their continuing education and become college ready. All students will be developed as a whole child in order to use all their talents and creativity in their roles as adults in the 21st century.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Literacy: Through the use of data driven instruction, we will improve literacy scores across grade level curriculum and student subgroups by executing the CPS Literacy Framework with fidelity; text complexity will be the foundation of strengthening vocabulary and comprehension.	After analyzing data from the NWEA testing programs, a number of grade levels and instructional areas were identified as being lower than our goal of 60% mastery. Student data has identified specific problem areas. By improving and strengthening the literacy program, academic achievement and college and career readiness should be achieved and strengthened as measured by the Common Core.
2	Bilingual Program: Identify and analyze research based bilingual program models in search of establishing a well defined bilingual program that is differentiated based on the needs of Mary Lyon students as identified by ACCESS data.	Mary Lyon School has a large bilingual student body (38%). Test scores and the transition rate (9%) into the general education population has been identified as an area of concern. Mary Lyon ELL subgroup has not made AYP since 2010.
3	Special Education: Improve Special Education instructional services for SPED students by building capacity in all teaching staff and enhancing materials.	While we have a high IEP compliance rate (99.3), by evaluating current SPED personnel, materials, and professional development, an increase in SE ISAT/CCSS Assessment scores can be achieved thus allowing us to attain AYP. Use of Professional Development, especially concerning the Inclusion Model and Co-Teaching and the use of student data will continue to guide the program.
4	Math: Through the use of data driven instruction, we will improve student growth in Math scores across all grade levels and subgroups by executing the CPS Mathematics Content Framework with fidelity; emphasis will be placed on number sense and algebra.	An analysis of NWEA data shows a discrepancy of almost 20 percentage points in achievement levels in math between grade K-5 and grades 6 - 8. With a special focus on math in grade K-5, an increase in math results in the K-5 grades and a reinforcing of 7 - 8 results can be achieved.
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
Literacy: Through the use of data driven instruction, we will improve literacy scores across grade level curriculum and student subgroups by executing the CPS Literacy Framework with fidelity; text complexity will be the foundation of strengthening vocabulary and comprehension.	After analyzing data from the NWEA testing programs, a number of grade levels and instructional areas were identified as being lower than our goal of 60% mastery. Student data has identified specific problem areas. By improving and strengthening the literacy program, academic achievement and college and career readiness should be achieved and strengthened as measured by the Common Core.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide Professional Development for implementing Common Core aligned literacy instruction by literacy coordinator, including any related expenses	Instruction	All	Principal	Quarter 1	On-going	On-Track	With input from the ILT/PPLC, investigate sources of in-service for aligning Common Core to curriculum
Create a unified classroom library system across all subgroups	Instructional Materials	All	Asst. Principal	Quarter 1	Quarter 3	On-Track	Inventory current classroom libraries for evaluation
Align school library	Instructional Materials	All	Asst. Principal	Quarter 1	Quarter 2	On-Track	Inventory and categorize current library
Generate Units based on CCSS quarterly	Instruction	All	Teachers	Quarter 1	On-going	On-Track	Inservice staff on use of the common core
Provide PD for ILT to support literacy coordinator	ILT/ Teacher Teams	All	Principal	Quarter 1	Quarter 1	On-Track	Accept nominations to the ILT
Develop peer observation model focused on vocabulary, comprehension and text complexity	Professional Development	All	Literacy Coordinator	On-going	Quarter 1	On-Track	Generate a rubric and check list for peer observations and develop a method of sharing and providing feedback
Audit existing texts aligned to common core state standards and invest in supplemental nonfiction texts	Instructional Materials	All	Literacy Coordinator	Summer 2012	Quarter 1	On-Track	Organize teacher committees to evaluate and align texts
Provide supplemental resources/program in the area of literacy including any and all service and maintenance agreements	Instructional Materials	All	Literacy Coordinator	Quarter 1	On-going	On-Track	Inventory current supplies and materials and determine effectiveness of such and make necessary adjustments
Support reading in all curricular areas including but not limited to read aloud, non-fiction texts, evidence based student writing and speaking responses	Professional Development	All	Literacy Coordinator	Quarter 1	On-going	On-Track	Investigate professional development in reading in the content areas
Maintain and enhance extended day programs	Instruction	All	Asst. Principal	Summer 2012	On-going	On-Track	Evaluate current extended day student groups in order to determine the effectiveness of the programs
Teacher lesson plans will be directly aligned to CCSS effective October 2012.	Instruction	All	Teachers	Quarter 1	On-going	On-Track	Teachers will submit weekly lesson plans and receive regular feedback
Provide training for tutors and teachers to reinforce instruction in the classroom	Instruction	All	Principal	Quarter 1	On-going	On-Track	Principal and lead teachers will provide training for teachers and tutors
Provide incentive programs for students (festivals, awards, assemblies, raffles)	Other	All	Principal	Quarter 1	On-going	On-Track	Principal will allocate appropriate funding
Provide security staff for extended day programs	Staffing	All	Principal	Quarter 1	On-going	On-Track	Principal will allocate appropriate funding



Strategic Priority 1

Coach teachers via the use of REACH Framework with special focus on vocabulary and comprehension best practices	Instruction	All	Principal/Literacy Coordinator	Quarter 1	On-going	On-Track	Provide training and inservice on REACH Framework and determine schedule for observations and feedback

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
Bilingual Program: Identify and analyze research based bilingual program models in search of establishing a well defined bilingual program that is differentiated based on the needs of Mary Lyon students as identified by ACCESS data.	Mary Lyon School has a large bilingual student body (38%). Test scores and the transition rate (9%) into the general education population has been identified as an area of concern. Mary Lyon ELL subgroup has not made AYP since 2010.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify researched based program models that fit student needs, identified by data analysis including, but not limited to ACCESS scores.	Instruction	English Language Learners	Principal and Lead Teachers	Summer 2012	Summer 2013	On-Track	Principal will compose a committee of members made up of ELL and general education teachers
Align and unify bilingual education lessons with general education lessons	Instruction	English Language Learners	Bilingual Lead Teacher	Quarter 1	On-going	On-Track	Teachers will submit weekly lesson plans and receive regular feedback
Provide ESL classes for parents	Parental Involvement	Not Applicable	Bilingual Lead Teacher	Quarter 1	On-going	On-Track	Survey parents as to the need for ESL classes. Investigate possible teachers for the class.
Provide parent workshops specific to the needs of ELL students	Parental Involvement	English Language Learners	Bilingual Lead Teacher	Quarter 1	On-going	On-Track	Survey parents and teachers as to needs which may be addressed by parent workshops.
Provide security for parent classes / workshops	Staffing	Not Applicable	Principal	Quarter 1	On-going	On-Track	Principal will allocate appropriate funding
Provide an ELL Bilingual Coordinator for pullout program	Instruction	English Language Learners	Principal	Quarter 1	On-going	On-Track	Principal will provide appropriate funding and bilingual lead teacher will identify program needs.
Provide an ELL Bilingual Reading Specialist for intervention	Instruction	English Language Learners	Principal	Quarter 1	On-going	On-Track	Principal will provide appropriate funding and bilingual lead teacher will identify program needs
Determine classroom library needs	Instructional Materials	English Language Learners	Principal	Quarter 1	On-going	On-Track	Survey classroom teachers as to the needs of ELL students in regard to independent reading.
Research possible computer online programs that are available to support the ELL program	Instructional Materials	English Language Learners	Asst. Principal	Quarter 1	On-going	On-Track	Identify available programs and materials which enhance the ELL program
Provide bilingual school assistants and aides	Staffing	English Language Learners	Principal	Quarter 1	On-going	On-Track	Evaluate current staff needs based on ACCESS data and classrooms needs and allocate funds as needed



Strategic Priority 2



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
Math: Through the use of data driven instruction, we will improve student growth in Math scores across all grade levels and subgroups by executing the CPS Mathematics Content Framework with fidelity; emphasis will be placed on number sense and algebra.	An analysis of NWEA data shows a discrepancy of almost 20 percentage points in achievement levels in math between grade K-5 and grades 6 - 8. With a special focus on math in grade K-5, an increase in math results in the K-5 grades and a reinforcing of 7 -8 results can be achieved.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide an additional math teacher during the school day for pull out	Staffing	All	Principal	Quarter 1	On-going	On-Track	Principal will allocate appropriate funding
Provide extended school day programs in the area of math	After School/ Extended Day	All	Asst. Principal	Quarter 1	On-going	On-Track	Asst. Principal will investigate needs and evaluate extended school day math programs
Provide Professional Development opportunities in math	Professional Development	All	Asst. Principal	Quarter 1	On-going	On-Track	Evaluate needs for inservicing in math instruction
Enhance current algebra program and increase enrollment	Instruction	All	Lead Math Teacher	Quarter 1	On-going	On-Track	Review current 6th and 7th grade math data to determine potential 8th grade Algebra enrollments
Provide a math coordinator to align Kdg. Through 8 grade math program	Instruction	All	Principal	Quarter 1	On-going	On-Track	Principal will allocate appropriate funding and determine program scheduling
Support math in all curricular areas including but not limited to number sense and algebra	Professional Development	All	Literacy Coordinator	Quarter 1	On-going	On-Track	Investigate professional development in math in the content areas
Audit existing texts aligned to common core state standards and invest in supplemental materials	Instructional Materials	All	Math Lead Teacher	Summer 2012	Quarter 1	On-Track	Organize teacher committees to evaluate and align texts
Teacher lesson plans will be directly aligned to CCSS effective October 2012.	Instruction	All	Teachers	Quarter 1	On-going	On-Track	Teachers will submit weekly lesson plans and receive regular feedback
Provide training for tutors and teachers to reinforce instruction in the classroom	Instruction	All	Principal	Quarter 1	On-going	On-Track	Principal and lead teachers will provide training for teachers and tutors
Coach teachers via the use of REACH Framework with special focus on math practices	Instruction	All	Principal/Math Lead Teacher	Quarter 1	On-going	On-Track	Provide training and inservice on REACH Framework and determine schedule for observations and feedback
Generate Units based on CCSS quarterly	Instruction	All	Teachers	Quarter 1	On-going	On-Track	Inservice staff on use of the common core
Maintain and enhance extended day programs	Instruction	All	Asst. Principal	Summer 2012	On-going	On-Track	Evaluate current extended day student groups in order to determine the effectiveness of the programs



Strategic Priority 4

