CIWP

2012-2014 Continuous Improvement Work Plan

James Madison Elementary School

Skyway Elementary Network

7433 S Dorchester Ave Chicago, IL 60619

ISBE ID: 150162990252324

School ID: 610047

Oracle ID: 24301

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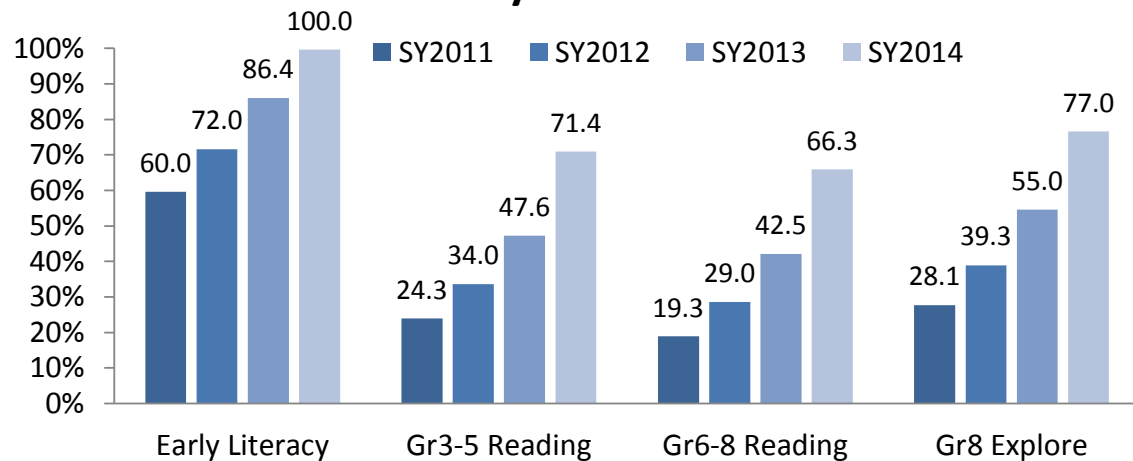
Mission Statement

Our mission is to meet the diverse needs of individual students by developing within their active and creative minds a sense of understanding and compassion for others; provide them opportunities to achieve their personal best in all learning areas; expose them to the prerequisites needed to become college and career ready; and assist them in becoming responsible and productive citizens as they embrace lifelong learning in a safe and positive environment.
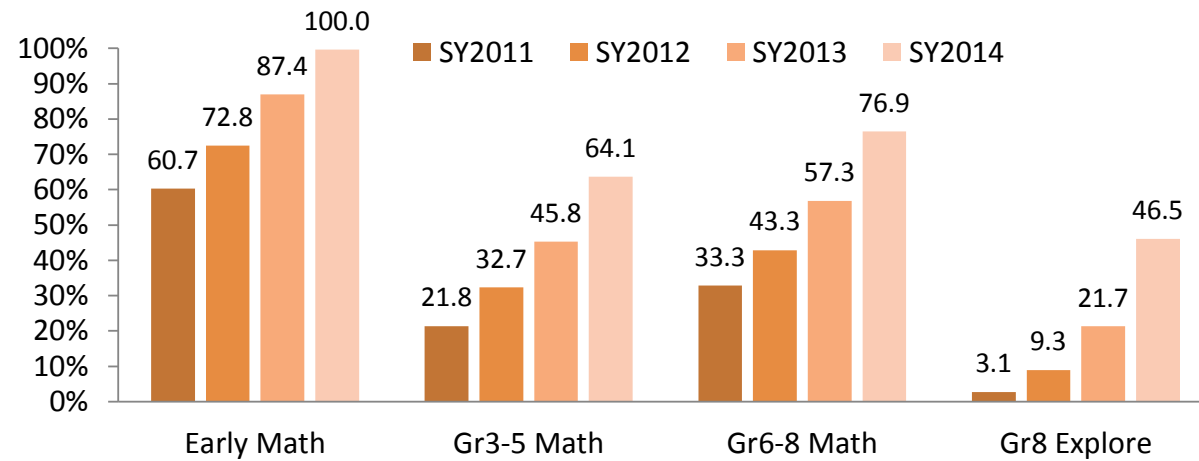
Strategic Priorities

1. To increase the percentage of students reading at Benchmark on the DIBELS assessment by 40 percentage points (from 60.0 to 100.0) by 2014, we will use the increase in instructional minutes and planning and preparation around the common core standards to provide additional reading support and progress monitoring to

2. To increase the percentage of 3-8 graders who meet/exceed in Reading on the ISAT by 33.7 percentage points (currently 66.3 to 100) by 2014, we will use the increase in instructional minutes and planning and preparation around the common core standards to provide reading enrichment, interventions and progress

3. To increase the percentage of 3-8 graders exceeding in math on the ISAT by 32.9 percentage points (14.1 to 47.0) by 2014, we will use the increase in instructional minutes and planning and preparation around the common core standards to provide math enrichment, interventions and progress monitor identified students on

4. By the end of the 2013-2014 school year, students identified at the end of the 2011-2012 school year who had 3 or more misconduct reports, will improve their behavior in the classroom environment and school-wide by at least 85% as students respond to our tiered behavior intervention supports by receiving one referral or

5. To increase the level of participation of families and guardians in supporting student achievement from 65% (currently) to 80% by the end of the 2013-2014 school year, we will enhance our level of outreach and communication with families to improve participation at parent teacher conferences and other school-based events.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	60.0	72.0	86.4	100.0
Gr3-5 Reading	24.3	34.0	47.6	71.4
Gr6-8 Reading	19.3	29.0	42.5	66.3
Gr8 Explore	28.1	39.3	55.0	77.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	60.7	72.8	87.4	100.0
Gr3-5 Math	21.8	32.7	45.8	64.1
Gr6-8 Math	33.3	43.3	57.3	76.9
Gr8 Explore	3.1	9.3	21.7	46.5

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:	James Madison 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
Dr. Beverly J. Greene	Principal
Mary Jackson	Assistant Principal
Barbara Appleberry-Tillman	Lead/ Resource Teacher
Karen DeMichele	Classroom Teacher
Stacy Stocker-Rybski	Classroom Teacher
Rochelle President-Brown	Classroom Teacher
Kimberly Washington	Special Education Faculty
Rebecca Weprin	Counselor/Case Manager
Joanna Hopson	Other
Paula Hawkins	Other
Donna Watson	Support Staff
Cathy Jeter	Parent/ Guardian

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James Madison Elementary School

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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	60.0	72.0	86.4	100.0		**Early Math** % of students at Benchmark on mClass	60.7	72.8	87.4	100.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	24.3	34.0	47.6	71.4		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	21.8	32.7	45.8	64.1
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.0	62.4	74.9	89.9		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	49.0	58.8	70.6	84.7
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	19.3	29.0	42.5	66.3		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	33.3	43.3	57.3	76.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	38.6	46.3	55.6	66.7		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	48.8	58.6	73.3	87.4
8th Grade										
Explore - Reading % of students at college readiness benchmark	28.1	39.3	55.0	77.0		**Explore - Math** % of students at college readiness benchmark	3.1	9.3	21.7	46.5

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.9	96.8	98.7	100.0	**Misconducts** Rate of Misconducts (any) per 100	12.4	10.4	8.4	6.4

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	66.3	76.2	87.6	100.0	**ISAT - Reading** % of students exceeding state standards	5.0	15.0	25.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	80.9	89.0	98.9	100.0	**ISAT - Mathematics** % of students exceeding state standards	14.1	25.0	36.0	47.0
ISAT - Science % of students meeting or exceeding state standards	84.3	92.7	97.3	100.0	**ISAT - Science** % of students exceeding state standards	21.6	35.0	49.0	53.0

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*	--->		**3**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Schoolwide collaboration on curriculum design and implementation is focused on goal setting by individual teachers and groups school-wide. Teachers analyze what students are expected to know, do, and understand at all grade levels and subject areas. The goals are posted in the building, listed in weekly bulletins and focused on at every staff meeting or professional development. Teachers collaboratively plan instruction aligned to ILS to meet student needs based on recent, relevant formative data. Teachers are supported by teacher leaders on how to use performance data and student work samples to revise curriculum implementation and realign resources.	
	Principal Leadership	--->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Based on the Instructional Leadership and Teacher Team agendas, professional learning is an extension of what occurs in these meetings. The instructional leaders often conduct professional developments for the whole staff. The principal reminds the staff, students and school community of the school's vision. Regular and frequent teacher observations result in post observations that set individual goals and timelines. The principal establishes a culture of college and career readiness by promoting college and career week activities, encouraging staff to share with students their college and career history, and displaying university pennants outside of each classroom. The principal has created monthly newsletters to send home to inform families of the school's performance. The principal shares school-wide data during LSC meetings, PAC meetings, special events such as Family Literacy Night and at assemblies.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Teachers are given opportunities to volunteer to join leadership teams. All teachers are given an opportunity to lead and make decisions in roles such as grade level chairpersons, assembly program chairs, after school coodinators, special events coordinators, SIPAAA/CIWP members, RtI team members and ILT members. Because we have a small staff, a core group of teachers are members on several decision-making committees. This could be the reason why several teachers do not feel as if there is equity of voice according to a recent poll. These core members however, do an excellent job of bringing grade level concerns from their peers to administration for an opportunity for their voices to be heard and problems solved. Whenever teachers receive training from outside sources, they are provided opportunities to share the learning with the entire staff or grade level peers, which ever is appropriate.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**4**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Madison's ILT is comprised of administrators and teachers from various areas of expertise--general and special education teachers, specialty teachers, administration, and the lead teacher. The ILT plans and leads professional development to the whole staff, teacher leaders and peers based on state, district and school assessment results as well as, on observations, outcomes of Teacher Team meetings, and surveys. The ILT meets regularly to analyze data, plan PDs, reflect on what is working and what needs work, set goals and benchmarks, and solve problems. In addition, the ILT meets with the entire staff in whole group and small group settings to discuss school-wide goals, strategies, and inititiatives. The ILT also attends citywide, network and national conferences to learn of new strategies and techniques to bring back to the staff.	
Monitoring and adjusting	--->		**4**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Most data analysis occurs in the ILT meetings and then are brought to the entire staff for school level analysis. The data is further analyzed in teacher team leaders/ teacher team meetings for classroom level analysis. The results of these analyses often result in changes in the curriculum, pacing, strategies, staff supports, materials, schedules and /or duties.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	The instructional support team assisted teachers in creating curriculum maps aligned to the Illinois Learning Standards for the year. Since, we have only one teacher per grade level, teachers work with the department level teachers to complete unit plans. Most students have not been taught to the common core standards but all 2nd-8th grade students have been administered the online CCSS assessments. The results of the CCSS assessment have been analyzed by teacher teams to guage how our students are performing on the common core state standards.	
	Instructional materials	--->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Instructional materials across grade levels are aligned to the standards. Textbooks are current and since we have only one grade classroom per grade level, it was important that each cycle provide instruction from the same series to provide consistency (i.e. Harcourt Reading, Science and Social Science is used in K-5; Prentice Hall in grades 6-8 Reading; Everyday Math and Mathematics are the math programs in the building). Teachers supplement these programs with various programs based on student needs at specific grade and levels.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	The ILT organizes, distributes and engage in school-wide analysis of assessement data from district assessments to school-level weekly assessments. The primary department effectively uses screening, diagnostic, benchmark, formative and summative assessments to frequently monitor student progress. Assessment accommodations and modifications are in place and are implemented during all testing sessions for students with disabilities throughout the school year. All assessments are identical for all students--we have not begun to modify the type of assessements to meet the needs of all learners (i.e. multiple choice, open response, computer-based, etc).	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Some teachers post learning objectives and review them with the students before the lesson begins. Questions from teachers tend to be literal and yes/no responses without requiring students to elaborate or justify responses. Students in most classrooms are not engaged in high level discussions and debates. Teachers have purposefully sequenced and aligned standards-based objectives in their 5 Week Unit Plans and Yearly Pacing documents. Teachers have received professional development, modeling and researched-based information on the process and technique of scaffolding instruction and on using formative assessments during and after instruction but it is not evident as a frequent practice of most teachers.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	The school uses DIBELS to screen K-6 students in reading at the beginning of the year; and the Woodcock Johnson to diagnosis students who have been referred for RtI. Intervention programs are in place (Study Island, Read 180, CARS/STARS and CAMS/STAMS by Triumph Learning, Houghton Mifflin Math Steps), but are not used with a high level of fidelity. Interventions are done at the classroom level during small group instruction and through pull-out and push-in support. Interventions are monitored through Pre/Post Tests and Benchmark assessments every 4 weeks in Reading and Math. Remediation Plans are completed for every failing student and submitted to the principal for ILT review. A conference with the parent is required to review the and sign the Remediation Plan. We currently have double blocks of literacy and 60 minute block in math for our K-5 students; and 90 minute literacy and mathematics blocks for our 6-8 grade departmental students.	
Whole staff professional development	--->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	We have developed a year-long plan for whole staff professional development based on school-wide data that was submitted to the network at the beginning or the school year. Monitoring of professional development is done through observations and teacher collaboration. Professional Development is ongoing and is listed in the staff bulletin weekly such as the ones for this year-- Teach Like a Champion techniques, scaffolding strategies and formative assessments.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**4**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teacher Leaders develop agendas and lead weekly Teacher Team meetings for their cycle based on an analysis of the data from the ILT. Teacher Teams meet weekly with their grade level cycles to discuss long-term planning, analyze assessment data or plan weekly instruction. Teachers meet with the specialist or teacher team leader weekly to discuss progress-monitoring data or the lack thereof. All teachers (general, special education and specialty teachers) are included in teacher team metings that are supported by the ILT and lead by the Teacher Team Leaders using the protocols within the Performance Management manuals distributed by the district. We have received progress monitoring support from personnel connected with Wireless Generation. On our most current Elementary Inclusive Practices Snapshot, we have received a score of "Evident" for general and special education staff collaboration to meet the needs of students with disablties.	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Coaching occurs through informal associations when teachers request support. When we have had new teachers in the past, formal support has been done by district-sponsored induction. Teachers are asked to submit professional development needs at the beginning of each school year and they are planned accordingly. Teachers receive frequent feedback to support individual growth. We have not engaged in peer observations as frequently as we would have liked, but it is an integral part of our school's plan for professional learning. Oftentimes, after the principal observes teachers, has post-observation conferences and mutually agrees on areas of support needed, she informs the lead teacher, assistant principal of specific needs of individual teachers to provide in-class coaching for teachers.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	**High expectations & College-going culture**	-->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Some staff members are exposing students to college and career-readiness standards by teaching them in conjunction with the Illinois Learning Standards. These teachers encourage students to participate in college and career week activities.	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Some students have adult advocates who care about them deeply and support them in achieving their goals, especially the students with disabilities. Our partnership with Safe School/Healthy Student provides additional advocates for students who require behavior management services on a consistent basis. Students with disabilities attend specialty and after school classes (gym, library, music and dance) with their general education peers. We have made improvements on our most current Snapshot from OSES (100% of students with disabilities are engaged in the school community) to show that students with disabilities are not confined in special education classrooms all day. They are also included in content area classes in the general education setting according to their IEPs. According to OSES findings, we have also increased the number of LD students currently in LRE1 quadrant.	
	Behavior& Safety	-->		**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Teachers establish supports in their classrooms that promotes positive behavior. The school is developing a school-wide discipline approach by implementing PBIS next school year and is currently implementing a similar reward program, "Go for the Green" to reward students for behavior, attendance and academic performance. There are some classrooms where student conduct occasionally interferes with conducive learning. We have taken the necessary steps to get the staff trained and ready for Fall 2012 implementation.	

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
Expectations	-->		**4**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	The principal does provide clear information to families on the school performance. Families have received a copy of the letter from ISBE acknowledging Madison as one of the most improved schools. K-6 DIBELS data reports are sent home quarterly to informs parents of student progress and suggestions for support at home. ISAT reports are sent home informing parents of student growth on the state assessment. Parents also receive information from the teachers during open house, report card pickup on grade level expectations, and on IMPACT's parent portal. The principal provides a monthly report on the State of Madison at every LSC meeting. The school counselor is responsible for sending the Option for Knowledge packets to all families in the school as well as support students who are transitioning to high school.	
Ongoing communication	-->		**4**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers are encouraged to notify parents immediately if students are experiencing difficulty academically and behaviorally and to maintain a parent communication log. Remediation Plans are developed for parents to meet with the teacher to review, provide feedback and sign. Parents are encouraged meet with the teacher in the morning before student arrival if they desire a parent-teacher conference.	
Bonding	-->		**2**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	According the My Voice, My School Survey, the school needs to do a better job of making parents feel welcomed. The principal however, does lead the work to empower famlies and community engagement in activities such as parent-teacher conferences, celebrations of learning, school-wide assembly programs, community forums, and LSC and PAC meetings.	

DIMENSION 5: Family and Community 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
	Specialized support	-->		**3**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Most services required for students are conducted within the school building such as Safe School/Healthy Student and CPS Clinician services which addresses the students' and families' mental health needs. There are some occasions when school personnel visit the home of truant students and those who are experiencing behavioral problems.	
	College & Career Exploration and election	-->		**4**
6: College and Career Readiness Supports	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	The school offers occasions throughout the school year for students and staff to wear college jerseys. There is a college pennant on display outside of each classroom door. College and Career week is conducted each year for outside guests to share their college/career experiences and supply college brochures.	
	Academic Planning	-->		**2**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	All students are required to participate in College and Career Week activities which are addressed throughout the school in some classrooms. Students in Middle School conduct research on colleges that specializes in their prospective majors and submit mock applications to their teachers for approval. Teachers were trained on how to use AVID strategies to equip students with college readiness skills. Students were also trained on how to be responsible for tracking their own progress online via CIM and IMPACT Gradebook.	
	Enrichment & Extracurricular Engagement	-->		**4**
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Madison has received the After School All Stars grant for the past several years, the 3rd District Sorts of Sports program, and the 21st Century grant which all allow students to choose programs based on their various interests and/or talents.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	***College & Career Assessments***	--->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The school promotes preparation, participation, and performance in the Explore college and career readiness assessments each year. 100% of 8th grade students participate. The counselor is responsible for the administration of the assessment and assuring that students are provided with safe and secure testing conditions.	
	College & Career Admissions and Affordability	--->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	College officials have visited the school to provide information about the cost of college and financial aid options to students in our Middle School classrooms.	
	Transitions	--->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Families are provided with promotion policies for benchmark grades and given an explanation during open house every year. At the end of the school year teachers provide summer reading and math packets for parents to use with their students to expose them to some of the standards/concepts that will be presented in the next grade level.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	--->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	School discretionary funding is aligned to identify the needs and priorities of the SIPAAA. The ILT monitors the school's improvement plan frequently to make sure the school is addressing the priorities. Non-priority funding is not common. Community partners such as Jewel Food Store, Chicago Cares, 3rd District Police Department, and the University of Chicago Medical Center often present themselves to the school and offer their services.	
	Building a Team	--->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Hiring is conducted after an assessment of student needs, staff capacity and scheduling priorities are analyzed. The ILT makes recommendations based on data such as My Voice, My School, analyzing student assessments, reviewing Dashboard reports on student behavior and attendance among others--for example, we currently have one part-time worker who assists security with their duties and responsibilities based on an analysis of student safety concerns. Prospective teaching candidates are interviewed by the principal, assistant principal, lead teacher and another member of the ILT. The candidate is given a written scenario to respond to on best practices after the interview. The teacher teams (ILT, TTL) are selected based on their various backgrounds and expertise which effects their ability to support their colleagues.	
	Use of Time	--->		**4**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The school schedule is designed to meet student needs and as a result changes often throrrough out the year.--i.e. a block of time is scheduled to allow time for pull-out intervention. Teacher teams are often consulted when schedule changes are required.	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Our mission is to meet the diverse needs of individual students by developing within their active and creative minds a sense of understanding and compassion for others; provide them opportunities to achieve their personal best in all learning areas; expose them to the prerequisites needed to become college and career ready; and assist them in becoming responsible and productive citizens as they embrace lifelong learning in a safe and positive environment.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	To increase the percentage of students reading at Benchmark on the DIBELS assessment by 40 percentage points (from 60.0 to 100.0) by 2014, we will use the increase in instructional minutes and planning and preparation around the common core standards to provide additional reading support and progress monitoring to K-2 students identified on the beginning of the year screeners.	Based on mCLASS DIBELS reports, K-2 students are not entering 3rd grade with the needed reading prerequisites. According to research, we must engage students in more phonemic awareness, phonics and reading instruction including intervention and enrichment activities. This solid foundation will prepare them to successfully transition from learning to read to reading to learn.
2	To increase the percentage of 3-8 graders who meet/exceed in Reading on the ISAT by 33.7 percentage points (currently 66.3 to 100) by 2014, we will use the increase in instructional minutes and planning and preparation around the common core standards to provide reading enrichment, interventions and progress monitor identified students on the beginning of the year screeners.	Based on last year's State of 2011 ISAT Performance reports, our 3rd-8th grade students are making greater gains in Math than in Reading. We believe that this learning potential can carry on across subject areas. In order to increase our overall composite score and be on track towards our goal, we will increase the improve reading instruction and learning by providing more intensive and targeted instruction using informational text.
3	To increase the percentage of 3-8 graders exceeding in math on the ISAT by 32.9 percentage points (14.1 to 47.0) by 2014, we will use the increase in instructional minutes and planning and preparation around the common core standards to provide math enrichment, interventions and progress monitor identified students on the beginning of the year screeners.	Based on the last year's student performance on the ISAT Math (80.9% met/exceeded the standards), our students are capable of making the gains in Math to increase the number who exceed the standards. Math minutes must be increased and Math with more enrichment activities during and after school.
4	By the end of the 2013-2014 school year, students identified at the end of the 2011-2012 school year who had 3 or more misconduct reports, will improve their behavior in the classroom environment and school-wide by at least 85% as students respond to our tiered behavior intervention supports by receiving one referral or less.	According to Dashboard data, as of May 2012, there have been 60 misconduct reports for the 2011-2012 school year compared to 77 at the end of the 2010-2011 school year. We need to work to improve interventions for students receiving multiple discipline referrals to prevent the need for more severe consequences.

| 5 | To increase the level of participation of families and guardians in supporting student achievement from 65% (currently) to 80% by the end of the 2013-2014 school year, we will enhance our level of outreach and communication with families to improve participation at parent teacher conferences and other school-based events. | According to documentation collected from school-wide family events, we determined that while our families tend to participate in our "Family Night" events and programs to promote positive community, we need more parental support from the families of our Tier 2 and 3 students not meeting grade level expectations academically, behaviorally, or social-emotionally.   We currently are averaging 65% of parents participating in 1st and 3rd quarter report card pick-up. To better support student learning based on our RtI problem solving meetings and the large number of students requiring more intensive services, we need more active parent/guardian support. |

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
To increase the percentage of students reading at Benchmark on the DIBELS assessment by 40 percentage points (from 60.0 to 100.0) by 2014, we will use the increase in instructional minutes and planning and preparation around the common core standards to provide additional reading support and progress monitoring to K-2 students identified on the beginning of the year screeners.	Based on mCLASS DIBELS reports, K-2 students are not entering 3rd grade with the needed reading prerequisites. According to research, we must engage students in more phonemic awareness, phonics and reading instruction including intervention and enrichment activities. This solid foundation will prepare them to successfully transition from learning to read to reading to learn.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Strengthen the implementation of district curriculum , Illinois Learning Standards, and Common Core Standards by meeting in teacher team to review the standards and curriculum, and to plan and pace lessons.	ILT/ Teacher Teams	All	Principal, Assistant Principal, RtI Coordinator, Case Manager, Lead Teacher, Interventionist	Summer 2012			
The building's Literature Collection will be aligned to Common Core Standards and purchases will be made to include more informational text in order to extend students' language development and expand background knowledge.	Instructional Materials	All	Media Teacher, Lead Teacher, Principal, Classroom Teachers	Summer 2012			
Renew and fully implement Study Island as an intervention tool for students in grades K-2 to address Reading deficits by August 2012.	Instructional Materials	All	Teachers, Lead Teacher, Interventionist	Summer 2012			
The Harcourt Reading program will be replenished for K-2 students and teachers by September 2012.	Instructional Materials	All	Principal	Summer 2012			
A school-wide interventionist will be hired to support students who have been indentified by BOY screeners by September 2012.	Staffing	All	Principal	Summer 2012			
Weekly Grade Level meetings and teacher team meetings for monthly collaboration with principal to review curricula planning, assessment and behavior data will occur 8 out of the 10 months by June 2014.	Instruction	All	Teachers, Principal, Assistant Principal, Lead Teacher	Quarter 1			
All classroom teachers will expand their use of the Harcourt reading materials in order to provide spiraling learning opportunities for students and to achieve the outcomes of the Common Core Standards. Staff will share effective lessons and activities.	Instruction	All	Principal, Assistant Principal, After School Cooridinator, Classroom Teachers	Quarter 1			

Strategic Priority 1

100% of K-2 staff will analyze reading assessment data at each benchmark and during progress monitoring and share strategies for assisting students targeted for reading intervention.	Instruction	All	Teachers, Lead Teacher	Quarter 1			
"Word Walls" will be used more extensively in K-2 classrooms in order to increase students' vocabulary usage in both written and verbal expression.	Other	All	Teachers, Principal, Assistant Principal, Lead Teacher	Quarter 1			
All Teachers will research learning center/work station activities and materials aligned with the Common Core Standards and present a proposal for the instructional team to review and approve for purchase.	Instructional Materials	All	Principal, ILT, Teachers	Quarter 1			
Tier 2 strategies implemented by 100% of classroom teacher for differentiation--this includes reteaching, small homogeneous group work, extra practice.	Instruction	All	Teachers, Principal, Assistant Principal, Lead Teacher, Interventionist	Quarter 2			
100% use of RtI to address skill deficits and interventions with K-2 teachers providing classroom and pullout support at some grade levels by June 2013.	Instruction	All	Principal, Assistant Principal, RtI Coordinator, Case Manager, Lead Teacher, Interventionist	Quarter 2			
All staff will be trained on using data to match students to text by the end of Quarter 1.	Professional Development	All	Lead Teacher, Team Leaders	Quarter 2			
All classroom teachers will provide 120 minutes of literacy instruction during a literacy block by Fall 2012.	Instruction	All	Teachers	On-going			
Our RTI problem solving team will review, assess, and implement our Tier 1, 2, and 3 interventions with integrity using data based decisions as core beginning in Fall 2012 and continually thereafter.	Instruction	All	Principal, Assistant Principal, RtI Coordinator, Case Manager, Lead Teacher	On-going			
Given regular practice in the classroom, by June 2013, 80% of students in each classroom in grades K-2 will read aloud 100% of the dolch list of high frequency words for appropriate grade level.	Instruction	All	Teachers, Principal, Assistant Principal, Lead Teacher	On-going			
Regular and consistent Collaboration Meetings with General Education teachers and Sped teachers for curricula modification, alignment, RTI decisions.	Other	Students With Disabilities	Principal, Assistant Principal, RtI Coordinator, Case Manager, Lead Teacher, Interventionist	On-going			

Strategic Priority 1

Explain to all K-2 students and parents what the Dibels assessment is and why the skill of reading fluently is crucial. Share student rates with them, chart progress, set goals for each benchmark.	Professional Development	All	Classroom teachers, Lead Teacher	On-going			
All targeted students in all K-2 classes will participate in a "Reading Buddies" program, providing an opportunity for beginning readers to improve their letter/word recognition, reading fluency.	Instruction	All	Teachers, Principal, Assistant Principal, Lead Teacher	On-going			
A building-wide reading incentive program will be implemented to increase the exposure to more complex/quality literature.	ILT/ Teacher Teams	All	Teachers, Assistant Principal, Lead Teacher	On-going			
Staff will collaborate on effectively planning and coordinating guided reading groups. Staff will develop ideas/strategies to use with students while the classroom teacher is teaching reading groups.	Professional Development	All	Teacher Leaders, Lead Teacher, Interventionist	On-going			
Staff will receive information about computer programs (on all computers in the computer lab) that reinforce students' reading skills and utilize applicable programs.	Professional Development	All	Lead Teacher	On-going			
A primary computer lab will be provided for students in grades K-2 by June 2014.	Equipment/ Technology	All	Principal	On-going			
Each classroom will have a computer station with 3 or more computers and a printer for student use by June 2014.	Equipment/ Technology	All	Principal	On-going			

2012-2014 Continuous Improvement Work Plan

James Madison Elementary School

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
To increase the percentage of 3-8 graders who meet/exceed in Reading on the ISAT by 33.7 percentage points (currently 66.3 to 100) by 2014, we will use the increase in instructional minutes and planning and preparation around the common core standards to provide reading enrichment, interventions and progress monitor identified students on the beginning of the year screeners.	Based on last year's State of 2011 ISAT Performance reports, our 3rd-8th grade students are making greater gains in Math than in Reading. We believe that this learning potential can carry on across subject areas. In order to increase our overall composite score and be on track towards our goal, we will increase the improve reading instruction and learning by providing more intensive and targeted instruction using informational text.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
A school-wide interventionist will be hired to support students who have been indentified by BOY screeners by September 2012.	Staffing	All	Principal	Summer 2012			
Renew and fully implement Study Island as an intervention tool for students in grades K-2 to address Reading deficits by August 2012.	Instructional Materials	All	Teachers, Lead Teacher, Interventionist	Summer 2012			
The Harcourt Reading program will be replenished for 3-5 students and teachers by September 2012.	Instructional Materials	All	Principal	Summer 2012			
The Prentice Hall Reading program will be replenished for 6-8 students and teachers by September 2012.	Instructional Materials	All	Principal	Summer 2012			
Purchase more informational text such as National Geographic, Time for Kids and Scholastic News by June 2014 to support students' appreciation of nonfiction text and expose them to the Common Core Standards.	Instructional Materials	All	Principal, ILT, Teachers	Summer 2012			
The building's Literature Collection will be aligned to Common Core Standards and purchases will be made to include more informational text in order to extend students' language development and expand background knowledge.	Instructional Materials	All	Media Teacher, Lead Teacher, Principal, Classroom Teachers	Summer 2012			
Strengthen the implementation of district curriculum , Illinois Learning Standards, and Common Core Standards by meeting in teacher team to review the standards and curriculum, and to plan and pace lessons.	ILT/ Teacher Teams	All	Principal, Assistant Principal, RtI Coordinator, Case Manager, Lead Teacher, Interventionist	Summer 2012			
All classroom teachers will provide 120 minutes of literacy instruction during a literacy block.	Instruction	All	Teachers	Quarter 1			

Strategic Priority 2

All instructional staff (100%) will provide differentiated instructional strategies to meet all students' needs.	Instruction	All	Teachers, Principal, Assistant Principal, Lead Teacher, Interventionist	Quarter 1			
Weekly Grade Level meetings and teacher team meetings for monthly collaboration with principal to review curricula planning, assessment and behavior data will occur 8 out of the 10 months by June 2014.	Instruction	All	Teachers, Principal, Assistant Principal, Lead Teacher	Quarter 1			
The librarian will strengthen implementation of district curriculum, Illinois Learning Standards, Common Core Standards : by teaching library reference skills, integrating literacy instruction, and engaging students with print by June 2014.	Instruction	All	Librarian, classroom teachers, Lead Teacher	Quarter 1			
A building-wide reading incentive program such as "Go For the Green" will continue to be implemented.	Supplies	All	Teachers, Principal, Assistant Principal, Lead Teacher, Interventionist	Quarter 1			
All teachers and support staff will receive training on differentiating instruction strategies.	Professional Development	All	Lead Teacher, Interventionist	Quarter 1			
All Teachers will research learning center/work station activities and materials aligned with the Common Core Standards and present a proposal for the instructional team to review and approve for purchase.	Instructional Materials	All	Principal, ILT, Teachers	Quarter 1			
Continue to screen, progress monitor and diagnosis students reading fluency and comprehension using DIBELS Next assessment from grades 3-6 and purchase a screening tool for 7-8 literacy.	Instruction	All	Teachers, Lead Teacher	Quarter 1			
100% of classroom teachers and interventionists will implement Strategic Tier Two strategies beginning with differentiation, then move to small group with intervention teachers using interventions such as CARS/STARS, Ladders To Success, ISAT prep, and other targeted interventions by June 2014.	Instruction	All	Teachers, Principal, Assistant Principal, Lead Teacher, Interventionist	Quarter 2			
Teaching staff will receive information and training on computer programs (on all computers in the computer lab) that reinforce students' reading skills and utilize applicable programs by November 2012.	Professional Development	All	Media Teacher, Lead Teacher, Interventionist	Quarter 2			

Strategic Priority 2

Given regular, consistent classroom implementation of the Harcourt Reading Series, by June 2014, 80% of the students in each grade level 3-5 will demonstrate mastery of vocabulary, comprehension skills and strategies, writing organization, literary elements, and grammar as measured by a score of 80% or greater on the 5th week(midterm) and 10th week (final) assessments.	Instruction	All	Teachers	On-going			
Given regular, consistent classroom implementation of the Prentice Hall Reading Series, by June 2013, 80% of the students in each grade level 6-8 will demonstrate mastery of vocabulary, comprehension skills and strategies, writing organization, literary elements, and grammar as measured by a score of 80% or greater on the 5th week (midterm) and 10th week(final) assessment.	Instruction	All	Teachers	On-going			
Response to Intervention (RtI) will meet monthly with literacy team, teachers, data facilitator, and parents as appropriate to review interventions, progress monitoring for individual targeted students.	ILT/ Teacher Teams	All	Principal, Assistant Principal, RtI Coordinator, Case Manager, Lead Teacher, Interventionist	On-going			
Weekly Collaboration Meetings with General Education teachers and Sped teachers for curricula modification, alignment, etc. will occur and be documented using collaboration logs, and/or sign-in sheets and agendas.	ILT/ Teacher Teams	Students With Disabilities	Teachers, Principal, Assistant Principal, Lead Teacher	On-going			
3-8 struggling readers will participate in a "Reading Buddies" program, for struggling readers to improve their word recognition, comprehension and reading fluency skills by June 2014.	Instruction	All	Teachers, Lead Teacher, Interventionist	On-going			
"Word Walls" will be used more extensively in all classrooms in order to increase students' vocabulary usage in both written and verbal expression.	Instruction	All	Teachers, Principal, Assistant Principal, Lead Teacher	On-going			
Teaching staff will collaborate on effectively planning and coordinating guided reading groups- and ideas/strategies for use with students while the classroom teacher is providing instruction to reading groups.	ILT/ Teacher Teams	All	Teachers, Assistant Principal, Lead Teacher	On-going			
Each classroom will have a computer station with 3 or more computers and a printer for student use by June 2014.	Equipment/ Technology	All	Principal	On-going			

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
To increase the percentage of 3-8 graders exceeding in math on the ISAT by 32.9 percentage points (14.1 to 47.0) by 2014, we will use the increase in instructional minutes and planning and preparation around the common core standards to provide math enrichment, interventions and progress monitor identified students on the beginning of the year screeners.	Based on the last year's student performance on the ISAT Math (80.9% met/exceeded the standards), our students are capable of making the gains in Math to increase the number who exceed the standards. Math minutes must be increased and Math with more enrichment activities during and after school.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Strengthen the implementation of district curriculum , Illinois Learning Standards, and Common Core Standards by meeting in teacher team to review the standards and curriculum, and to plan and pace lessons.	Professional Development	All	Principal, Assistant Principal, Teacher Teams	Summer 2012			
Renew and fully implement Study Island as an intervention tool for students in grades K-2 to address Reading deficits by August 2012.	Instructional Materials	All	Teachers, Lead Teacher, Interventionist	Summer 2012			
A school-wide interventionist will be hired to support students who have been indentified by BOY screeners by September 2012.	Staffing	All	Principal	Summer 2012			
Math interventions will be progress monitored for Tier 2 and Tier 3 students in accordance with assessment tools currently in development at the district and building level.	Instruction	All	Teachers	Quarter 1			
Given a word problem or illustration, 80% of students in grades 1-5 will be able to use grade level appropriate math vocabulary to describe the problem and computation skills to solve it.	Instruction	All	Math Teachers, Lead Teacher	Quarter 1			
Implement regular supplemental support to K-5 students using Saxon Math materials and district mandated instructional materials for 6-8. This will be implemented Fall 2012.	Instruction	All	Teachers	Quarter 1			
Use of RtI to address skill deficits and interventions with teachers providing classroom and pullout support at some grade levels.	Instruction	All	Principal, Assistant Principal, RtI Coordinator, Case Manager, Lead Teacher	Quarter 1			

Strategic Priority 3

Practice math skills via computers, using Math Blaster and other purchased software.	Instructional Materials	All	Teachers, Lead Teacher, Media Teacher	Quarter 1			
Provide Intensive Tier Three strategy: case study and support with an IEP for selected students identified with a math learning disability.	Other	All	Principal, Assistant Principal, RtI Coordinator, Case Manager, Lead Teacher	Quarter 1			
Institute a "Math Word of the Week" program to expand student knowledge of math terms and concepts.	Instruction	All	Teachers, Lead Teacher	Quarter 1			
Peer tutors will work with targeted students using math games and activities.	After School/ Extended Day	All	After School Coordinator, Assistant Principal	Quarter 1			
Given a grade level appropriate assessment of math facts, 80% of students at grades 1-5 will demonstrate mastery of math facts by scoring 90% or greater on the district math assessment.	Instruction	All	Teachers	Quarter 1			
Tier 2 strategies implemented by 100% of classroom teacher for differentiation--this includes reteaching, small homogeneous group work, extra practice.	Instruction	All	Teachers, Principal, Assistant Principal, Lead Teacher, Interventionist	Quarter 2			
Extended Day for targeted students focusing on literacy and math skills 12-15 weeks, 2 days per week.	After School/ Extended Day	All	After School Coordinator, Assistant Principal	Quarter 2			
Strategic Tier Two strategy – Select middle school and intermediate students for after school Extended Learning program .(Possible duration of program is six week.)	After School/ Extended Day	All	After School Coordinator, Assistant Principal	Quarter 2			
Sponsor the annual Family Math Night; feature ideas for adults to assist students and showcase computer software that is no or low cost.	Supplies	All	Principal, Teachers, Lead Teacher	Quarter 4			
All classroom teachers will provide 60 uninterrupted minutes of math instruction.	Instruction	All	Teachers	On-going			
Biweekly Grade Level meetings and teacher team meetings for collaboration with principal to review curricula planning, assessment and behavior data.	ILT/ Teacher Teams	All	ILT, Teacher Leaders, Interventionist	On-going			
Collaboration Meetings with General Education teachers and Sped teachers for curricula modification and alignment.	Other	All	General and Special Education Teachers	On-going			
In grades 3-8, each teacher will review assessment results/date and decide how to reteach, and then monitor and discuss results at team meetings.	Instruction	All	Teachers, Lead Teacher, Interventionist	On-going			

Strategic Priority 3

3-8 teachers will teach and provide practice solving word problems and extended responses in math.	Instruction	All	Teachers, Lead Teacher, Interventionist	On-going			

Strategic Priority 4

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

Strategic Priority Description	Rationale
By the end of the 2013-2014 school year, students identified at the end of the 2011-2012 school year who had 3 or more misconduct reports, will improve their behavior in the classroom environment and school-wide by at least 85% as students respond to our tiered behavior intervention supports by receiving one referral or less.	According to Dashboard data, as of May 2012, there have been 60 misconduct reports for the 2011-2012 school year compared to 77 at the end of the 2010-2011 school year. We need to work to improve interventions for students receiving multiple discipline referrals to prevent the need for more severe consequences.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The PBIS will meet to develop a screening school specific to Madison for teachers to complete in the Fall.	Other	All	Principal, Assistant Principal, Teachers, ESPs, Security, Parent representatives	Summer 2012			
The PBIS Committee and attendance clerk will explore methods to promote on time attendance.	Professional Development	All	PBIS Coaches and team members, Attendance Clerk, Parent members	Summer 2012			
Purchase incentives to reduce the number of students who were absent by 30% from 2011-2012 levels.	Other	All	PBIS Coaches and team members	Summer 2012			
Arrange a 2-day summer planning workshop for the climate team to meet and at least once monthly during the school year.	Other	All	PBIS Coaches and team members and Parent members	Summer 2012			
The climate team and school staff will develop school-wide expectations, develop a reward system, and complete monthly PBIS documentation.	Instruction	All	PBIS Coaches, Parent representatives and team members	Summer 2012			
Plan and implement additional support for identified truant students.	Professional Development	All	PBIS Coaches and team members and Parent members	Quarter 1			
Use 2011-12 attendance data to identify students with propensity for excessive tardies; initiate early and immediate parent contact.	Other	All	PBIS Coaches and team members, Attendance Clerk, Parent members	Quarter 1			

Strategic Priority 4

Students will be surveyed at the beginning, middle, and end of the year regarding their perception of the school climate.	Other	All	Principal, Assistant Principal, All teachers, ESPs, Security	Quarter 1			
Report to and discuss with Grade Level Teams and with entire staff on at least on a quarterly basis.	Other	All	PBIS Coaches and team members	Quarter 1			
PBIS Training and Updates will include staff member review of student discipline data.	Other	All	PBIS Coaches and team members	Quarter 1			
Our climate team and staff will gradually add Illinois Standard for Social/Emotional Learning (SEL) standards, instructional strategies, and techniques into our current RTI/PBIS blend to strengthen our intervention support by June 2014.	Professional Development	All	PBIS Coaches and team members, Parent members	Quarter 1			
Staff will review discipline data monthly and develop strategies to respond to problem areas.	Professional Development	All	PBIS Coaches and team members	Quarter 1			
Implement the PBIS framework across the school.	Other	All	Principal, Assistant Principal, Teachers, ESPs, Security, Parent representatives	Quarter 1			
Biweekly ILT meetings and teacher team meetings for collaboration with principal to review curricula planning, assessment and behavior data during the implementation of PBIS.	Other	All	PBIS Coaches and team members	Quarter 1			
Staff members will plan activities to focus on one expectation per month to reinforce the social/ emotional learning related to the "Five Expectations."	Other	All	PBIS Coaches and team members, Teachers	Quarter 1			
Classroom teachers will provide teaching and instruction in the classroom on targeted behaviors as determined by PBIS screening data and students' behavioral needs.	Professional Development	All	PBIS Coaches, teachers and team members	Quarter 1			
Class meetings conducted twice per week for 20-25 minutes periods will encourage students to effectively communicate their feelings and needs.	Professional Development	All	Social Worker	Quarter 1			
Facilitate responses and interventions based on data reviews that showed a need to begin with "following directions" and "disrespect."	Other	All	PBIS Coaches and team members and Parent members	Quarter 1			
We will participate in PBIS to strengthen Secondary Supports and implementation of Tertiary supports for at risk students. The kick-off will take place in the Fall of 2012.	ILT/ Teacher Teams	All	PBIS Coaches and team members and Parent members	Quarter 1			

CIWP

2012-2014 Continuous Improvement Work Plan

Strategic Priority 4

Staff will begin implementation of the State of Illinois' Social Emotional Learning standards with the assistance of the school's social worker.	Instruction	All	PBIS Coaches and team members and Parent members	Quarter 2			
PBIS will be instrumental in strengthening Tier 2 Strategies and Interventions in RtI.	ILT/ Teacher Teams	All	PBIS Coaches and team members	Quarter 2			
Internal PBIS coach (and other interested PBIS member) will attend the IL PBIS State Leadership Conference.	Other	All	PBIS Coaches and team members, Parent members	Summer 2013			
Continue implementation of PBIS universals across the school by creating stations at start of year. (Intensify the universals so that the focus can move to Tier Two by end of next year).	Other	All	PBIS Coaches and team members and Parent members	Year 2			
Intensive Tier Three strategy: conduct a case study to determine if student needs additional support beyond the classroom level.	Instruction	All	PBIS Coaches and team members and Parent members	Year 2			
Increase the number of positives and provide the universal and tier two celebrations when goals are met by June 2014.	Other	All	PBIS Coaches and team members and Parent members	Year 2			

Strategic Priority 5

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

Strategic Priority Description	Rationale
To increase the level of participation of families and guardians in supporting student achievement from 65% (currently) to 80% by the end of the 2013-2014 school year, we will enhance our level of outreach and communication with families to improve participation at parent teacher conferences and other school-based events.	According to documentation collected from school-wide family events, we determined that while our families tend to participate in our "Family Night" events and programs to promote positive community, we need more parental support from the families of our Tier 2 and 3 students not meeting grade level expectations academically, behaviorally, or social-emotionally. We currently are averaging 65% of parents participating in

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Parents will be encouraged to support their child's involvement in a schoolwide reading incentive programs in order to encourage reading both at home and at school by September 2012.	Parental Involvement	All	Principal, Assistant Principal, All Teachers	Summer 2012			
Madison will arrange for the free medical van to visit the school to provide free immunizations.	Parental Involvement	All	Nurse	Summer 2012			
Hire 4 part-time parent workers to support recess/lunch period coverage as well as outlined in the FSD plan.	Staffing	All	P.E. teacher, Lead Teacher, Parents	Summer 2012			
Increase participation on Title One school-wide committee and other school wide committees by soliciting parent volunteers.	Parental Involvement	All	Principal, PAC President	Quarter 1			
Parents will assist in developing a "matrix" for the 3 PBIS universals at home. Post overview and PBIS calendar on new web page.	Parental Involvement	All	PBIS Coaches	Quarter 1			
Teachers will utilize Parent Information Meetings (during Back to School Night), parent-teacher conferences, and class newsletters to provide specific information to parents about the Common Core Standards.	Parental Involvement	All	All Teachers, Lead Teacher	Quarter 1			
Parents will be asked to participate in a training for the implementation of PBIS during the 2012-2013 school year.	Professional Development	All	Principal, Assistant Principal, All Teachers	Quarter 1			
Parents will be provided with suggestions for maintaining students health during the school year and a list of facilities that provide low or no cost healthcare for children.	Parental Involvement	All	Nurse	Quarter 1			

Strategic Priority 5

Train parents how to surpervise supervise and support students during play activities.	Professional Development	All	P.E. teacher, Lead Teacher, Parents	Quarter 1			
Parents will be provided with suggestions for following through with social emotional learning ideas at home.	Professional Development	All	Social Worker	Quarter 2			
Parents will be notified if their child has failed the vision exam and will receive free eyeglasses through the Vision Clinic.	Parental Involvement	All	Nurse	Quarter 2			
Staff will plan & facilitate a Reading Night and Make-It Take-It programs to promote the joy of learning. Staff will provide parents with information about reading & reading development at these & other events.	Parental Involvement	All	Principal, Assistant Principal, All Teachers	Quarter 4			
Staff will continue to plan and facilitate a "Family Math Night", implementing efforts to involve an increasing number of at-risk students and their families.	Parental Involvement	All	Principal, Assistant Principal, All Teachers	Quarter 4			
Send personal invitations to parents to workshops and community resources.	Parental Involvement	All	Principal, Assistant Principal, All Teachers	On-going			
Planned School activities will continue: Open house, Student of the Month breakfast or Honor Roll luncheon, Kindergarten Open House, PBIS Kickoff, PAC kickoff, Family Nights.	Parental Involvement	All	Principal, Assistant Principal, All Teachers	On-going			
We will continue Fine Arts Assemblies, Talent Show, Science Fair to showcase student talents and accomplishments.	Parental Involvement	All	Principal, Assistant Principal, All Teachers	On-going			
All staff will maintain Parent Contact Logs to assist in the RtI process of providing opportunities for two-way comunication with the parents/guardians. Implementation will be 85% by 2013 and 100%.	Parental Involvement	All	Principal, Assistant Principal, All Teachers	On-going			
Parent Involvement Survey to increase participation within the school community by June 2013.	Parental Involvement	All	LSC/PAC	On-going			
School Newsletters will continue updating families on upcoming events and school trends.	Parental Involvement	All	Media Specialist	On-going			
Teachers will utilize class newsletters to provide information to parents about ways they can be involved and supportive of their child's academic progress, including reading, math, and writing strategies they can use at home.	Parental Involvement	All	All Teachers, Lead Teacher	Year 2			
All students will be encouraged to write pieces at home with parents' help. Topics for writing will be provided in class newsletters by June 2014.	Parental Involvement	All	Principal, Assistant Principal, All Teachers	Year 2			

Strategic Priority 5