



2012-2014 Continuous Improvement Work Plan

Michael Faraday Elementary School

Garfield-Humboldt Elementary Network

3250 W Monroe St Chicago, IL 60624

ISBE ID: 150162990252195

School ID: 610055

Oracle ID: 24371



Mission Statement

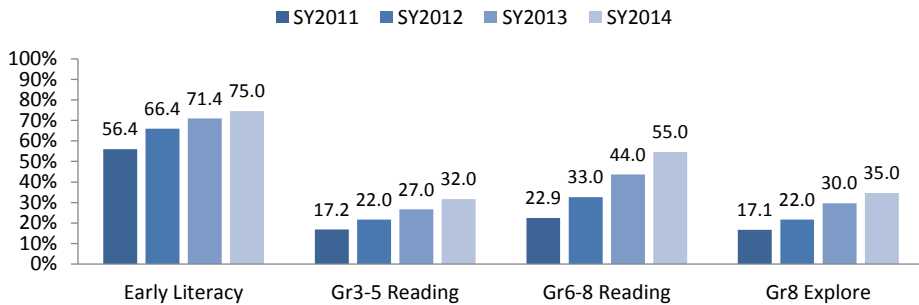
Faraday's mission is to build a community of life long learners that utilize all stakeholders to promote inclusive educational practices in a safe and nurturing learning environment, with rigorous instruction in all subject areas to prepare students for college, careers, and beyond.

Strategic Priorities

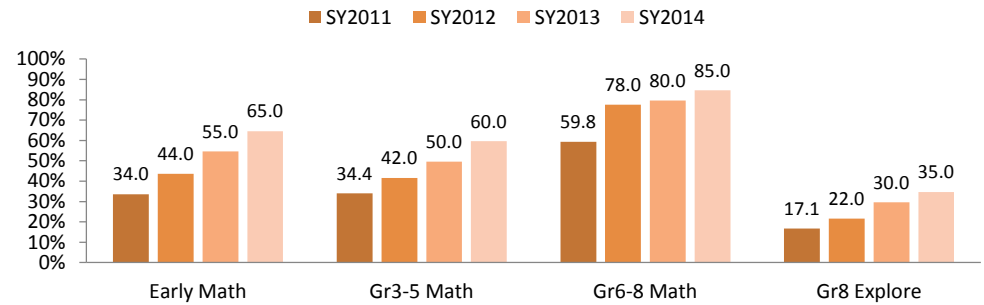
1. Teachers deliver Common Core State Standard aligned literacy and mathematics instructions supported by high quality texts and math materials
2. Provide reading and mathematics intervention to students identified on beginning of year screeners and monitor progress
3. Teachers will effectively use CHAMPS and PBIS as part of a whole school positive behavior support model

School Performance Goals

Literacy Performance Goals



Math Performance Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Michael Faraday 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
Mr. Cederrall Petties	Principal
Mrs. Sylvia Hodge	Assistant Principal
Mr. Khalid Oluewu	Classroom Teacher
Mr. David Groves	Classroom Teacher
Ms. Keisha Bess	LSC Member
Mrs. Annie Pickens	LSC Member



## Elementary Goal Setting

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

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	56.4	66.4	71.4	75.0		<b>Early Math</b> % of students at Benchmark on mClass	34.0	44.0	55.0	65.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	17.2	22.0	27.0	32.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	34.4	42.0	50.0	60.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	53.2	58.0	63.0	68.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	73.3	78.0	82.0	87.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	22.9	33.0	44.0	55.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	59.8	78.0	80.0	85.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	63.5	68.0	75.0	80.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	80.6	84.0	88.0	90.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	17.1	22.0	30.0	35.0		<b>Explore - Math</b> % of students at college readiness benchmark	17.1	22.0	30.0	35.0



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	93.3	94.0	95.0	96.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	39.4	35.0	30.0	25.0

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	52.2	60.0	65.0	70.0		<b>ISAT - Reading</b> % of students exceeding state standards	7.0	10.0	15.0	20.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	75.6	78.0	80.0	85.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	17.9	20.0	22.0	24.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	56.5	60.0	65.0	70.0		<b>ISAT - Science</b> % of students exceeding state standards	6.5	8.0	12.0	15.0

### 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
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>We have established measurable academic goals relative to school-wide, grade, and individual student performance.</li> <li>We have a Theory of Action Plan that serves to guide the instructional decisions made relative to addressing the social-emotional and cognitive developmental needs of our student population. Our priorities are based upon the students identified needs, grounded in data and embedded in our theory of action. When implemented with high fidelity will promote high academic achievement.</li> </ul>	
	<b>Principal Leadership</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development is based upon the identified needs of the teachers relative to implementing adopted program with high-fidelity and addressing students' social-emotional and cognitive developmental needs.</li> <li>ILT and TT regularly review interim assessments and student work samples so as to monitor quality instruction that continuously push student academic achievement.</li> <li>College and Career Readiness is our standard and is reflected in our ongoing emphasis of engaging students in developmentally appropriate increasingly complex learning activities based on the Common Core State Standards.</li> <li>Members of the school community are updated on the school's academic progress during LSC meetings where the representatives are provided with student performance data on interim assessments.</li> </ul>	

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<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<ul style="list-style-type: none"> <li>*All the teachers are provided with a vested interest in the school via their involvement in various school initiatives: Instructional Leadership Team; Teacher Team; Inclusion Program; Reading Enrichment Program; Algebra Program; Supplemental Education Programs; Sports Programs; Grade-band Teams and Literacy Committee</li> <li>* Teachers are given decision-making authority in the context of implementing innovative instructional practices</li> <li>* We have established reciprocal relations with schools both to observe and to be observed relative to the implementation of exemplary lessons</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instructional Leadership Team (ILT)</b> -----&gt;</p> <ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>			<p><b>3</b></p>
<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>			
<p><b>Monitoring and adjusting</b> -----&gt;</p> <ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>			
<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>			
<ul style="list-style-type: none"> <li>Data from the variety of formative and summative assessments (Reading: Primary- DIBLES, ASWD and TRC; 3rd-8th- ARS-17, Scantron, Achieve 3000, Study Island) (Math: Primary- Mclass Math, 3rd-8th- AMAT, Scantron, and Study Island)</li> </ul>			

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum guides are provided to the teachers outlining the scope and sequence of lessons aligned to the Illinois State Learning Standards</li> <li>Grade-band teams collaborate to insure vertical alignment of the curriculum which are based upon the Illinois Learning Standards and the Common Core State Standards</li> <li>Teachers are intentional about utilizing programs such as Achieve 3000 so as to increase the amount of non-fictional informational text students are exposed to across the content areas</li> <li>Inclusion program and collaborative planning session between the special education teachers and the general education and content-area specialist insures that students with special needs are receiving grade instruction that developmentally appropriate</li> </ul>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Instructional materials are developmentally appropriate and aligns the Illinois Learning Standards. The instructional material provides scaffolds so as to develop essential competencies to enable all students to meet and exceed the Illinois Learning Standards.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>*Teachers maintain Data-binders consisting both school-wide performance results as well as grade-level, class level, and individual student performance results in reading, math, and science</li> <li>* A wide range of assessments are used to monitor student learning in the form of the following: ISAT, Scantron; AMAT; ARS-17; ASA; DIBELS; Mclass Math; ASWD; Achieve 3000 Level-sets; Study Island Pre and Post test</li> <li>* Alternative form of assessments include: Extended Response, Long-term and Short-term Projects</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instruction</b> -----&gt;</p>			<p><b>2</b></p>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>* Standards of performance are clearly communicated to students throughout the students' learning experience (Learning Objectives are displayed in lesson plans, on the board at the front of the room and as "I Can" statements)</li> <li>*Emphasis is placed on being strategic in posing questions to the students so as to build foundational skills and to continuously develop more complex levels of reasoning (Teachers use "question stems" based on Bloom's Taxonomy of thinking; common language throughout the school based upon levels of questioning are : "right there", "author and me", "read between the lines", and "thick and thin" oriented questions)</li> <li>*Lessons and standards are aligned so as to build in a developmentally appropriate manner to result in more complex and sophisticated learning.</li> <li>* All students are provided with customized instruction that is</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Universal screeners (Scantron, ARS-17, AMAT, DIBELS, Achieve 3000, Study Island, and Mclass Math) serve to identify students in need of additional academic support in the way of small group instruction and various other forms of interventions.</li> <li>Instruction and assessments are coordinated logically and sequentially during ILT, TT, and grade-band meetings so gaps in the students' skill-set are diagnosed and instructional decisions made to address the students' academic needs.</li> <li>Interventions are coordinated utilizing both internal student learning plans and web-based academic programs to monitor students' academic progress in conjunction with external resources (network ISLs, professional development, and parent conferences).</li> </ul>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>We have a year long professional development plan centered on developing Unit Plan in Reading and Math aligned to the Common Core State Standards. * The ILT and TT will monitor the effectiveness of the professional development sessions throughout the school year and make the appropriate adjustments. On-going collaborative sessions with staff centered on conversations concerning the effectiveness of continuous job-embedded professional development session will allow for refinement so as to meet the needs of the teachers.</p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers participate in regularly scheduled collaborative sessions to discuss unit plans and critically analyze formative assessment data to inform all instructional decisions. Professional learning communities are promoted by utilizing the expertise of the entire teaching staff</li> <li>The Teacher Team meet regularly to complete action items developed by the ILT and review assessment data to gain critical insight relative to the effectiveness of instructional practices</li> <li>Inclusive educational practices are promoted so that all students receive grade-level developmentally appropriate instruction with their grade-level peers</li> <li>ILT members serve as team leaders within their respective grade-bands and thus serves to provide team-members with the means for open communication with the ILT relative to addressing the targeted</li> </ul>	
	<b>Instructional coaching</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional developmental plans have been established for each teacher and linked to a coach who will facilitate the professional development process</li> <li>New teachers are provided with the appropriate supports to facilitate their successful induction into the school's professional learning community</li> <li>Teacher learning plans have been tailored to address their unique instructional needs</li> <li>Structures have been established to allow both for peer coaching and classroom visitations to observe effective instructional practices.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<ul style="list-style-type: none"> <li>The relentless pursuit of student preparation for college and careers permeates every staff members' instructional decision</li> <li>A college-going culture is promoted throughout the school community by stressing academic rigor throughout the curriculum</li> <li>Student voice is highly sought and incorporated in the policies and practices throughout the school</li> </ul>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>We are a student-centered school who prides itself on addressing the social-emotional and cognitive developmental needs of our entire student population</li> <li>Adult staff members consistently advocate on behalf of all students</li> <li>The following programs develop significant and enduring relationships between caring adults and students: Volleyball, Football, Basketball, Pom Pons, Baseball, Track and Field, Chess Club, Science Club, Reading Enrichment, Algebra Program, Academic Tutorial Programs, Girls in the Game, Big Brothers and Sisters Program, Brothers' Keepers, and Big SIS Program</li> <li>Positive interaction between students and adults serves as our</li> </ul>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<ul style="list-style-type: none"> <li>We have a tiered Positive Behavior system to address the social-emotional and cognitive needs of students thru both the CHAMPS and PBIS programs</li> <li>Building significant and enduring relationships based on serving as advocates for the children is the premise upon which Faraday School of Innovation and Excellence is based</li> </ul>	

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<ul style="list-style-type: none"> <li>The principal continuously provide the parent and school community with updates on the school's performance in the area of attendance, academic performance, fund-raising, and student behavior</li> <li>Teachers provide parents with information concerning the academic expectations and student progress on a regular basis via progress reports, parent conferences, newsletters, and a web page</li> <li>Parents are provided with information concerning alternative educational service opportunities that could possibly better address the social-emotional and cognitive needs of their student via school counselor</li> </ul>	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>School staff members regularly engage in conversations with parents relative academic expectations and standards of effectively addressing the social-emotional and cognitive developmental needs of all students, especially those with special needs</li> </ul>	
<b>Bonding</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>We promote a safe and nurturing school environment where learning flourishes and healthy relationships develop between and among staff, students, parents and community members</li> <li>The principal is proactive in engaging both parents and community members in the process of providing students with high-quality educational services</li> <li>Parents and community members are involved in activities that promote authentic student learning in the form of project-based activities</li> </ul>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<ul style="list-style-type: none"> <li>* School staff conduct home visits and utilize community-based social service agencies to address the social-emotional and cognitive developmental needs of the students</li> </ul>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>*We are proactive in providing students with information and experiences that will inform them relative to the process of selecting the college that aligns to ones selected career-path</li> </ul>	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<ul style="list-style-type: none"> <li>*Students are provided with high-leveled rigorous instruction to better prepare them to be competitive for college and career opportunities</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<ul style="list-style-type: none"> <li>*We are proactive in providing students with enrichment and extracurricular experiences to promote the development of their social-emotional and cognitive skills via sports and academic oriented afterschool programs</li> </ul>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>*We place significant emphasis on preparing all students for college entrance exams via our highly rigorous curriculum, Algebra program, academic enrichment programs, Career Education program and the EXPLORE Academy</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>		
	<b>Transitions</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<p>*Teachers work collaboratively in a vertical fashion across grades to aid students transitioning to and from benchmark grades while continuing to experience academic success.</p>	



### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ul style="list-style-type: none"> <li>*Discretionary funds are strategically allocated to address the priority of engaging students in developmentally appropriate complex learning activities throughout the content areas to prepare them for success in college, careers, and beyond</li> <li>*We are continually seeking additional financial and human resources to address student and staff needs relative to addressing the school's priority</li> <li>* All resources are strategically allocated to equip staff with</li> </ul>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>* School hires are based on addressing the school priority of effectively implementing a developmentally appropriate progressively complex curriculum across the content areas with success to all students regardless of special needs</li> <li>* There is an ongoing effort to increase the pool of potential candidates via volunteers, internships, and partnerships with high schools and post-secondary educational institutions</li> <li>*The interviewing process (subject area specialists) used is multilayer and rigorous consisting of two interviews with questioning protocol and demonstrational lesson(s)</li> <li>* Emphasis is placed on assessing candidates content knowledge</li> </ul>	
<b>Use of Time</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ul style="list-style-type: none"> <li>*We are very strategic in the utilization of time relative to addressing both the school priority and the unique needs of our entire student population</li> <li>* Regular teacher collaboration sessions are provided for teachers to engage in professional conversations to improve instructional practices</li> </ul>	

Date Stamp November 22, 2012



### 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

Faraday's mission is to build a community of life long learners that utilize all stakeholders to promote inclusive educational practices in a safe and nurturing learning environment, with rigorous instruction in all subject areas to prepare students for college, careers, and beyond.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers deliver Common Core State Standard aligned literacy and mathematics instructions supported by high quality texts and math materials	We have a need to implement a rigorous literacy and mathematics curriculum as we have below 50% meeting growth targets in literacy for all grades and below 20% of our students exceed state standards in mathematics.
2	Provide reading and mathematics intervention to students identified on beginning of year screeners and monitor progress	We scored our school a "2" in "Intervention" on the SEF. By improving our intervention methods we will ensure all students are able to grow in math and reading proficiency.
3	Teachers will effectively use CHAMPS and PBIS as part of a whole school positive behavior support model	With a higher rate of misconducts (39 per 100), from our My Voice, My School survey, we need to improve our classroom and schoolwide management of students to support student engagement in an increasingly rigorous curriculum.
4	Optional	
5	Optional	

### Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers deliver Common Core State Standard aligned literacy and mathematics instructions supported by high quality texts and math materials	We have a need to implement a rigorous literacy and mathematics curriculum as we have below 50% meeting growth targets in literacy for all grades and below 20% of our students exceed state standards in mathematics.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing Common Core aligned literacy and mathematics instruction delivered by teacher leaders to each grade band	Professional Development	All	Rieck, Oluewu, and Groves	Summer 2012	Quarter 1	On-Track	
In each classroom, conduct an audit of existing texts aligned to Common Core State Standards and invest in supplemental nonfiction texts and mathematics materials	Instructional Materials	All	Mrs. Lyon-Shorter	Summer 2012	Summer 2012	On-Track	
Order high-quality supplemental nonfiction texts and mathematics materials	Instructional Materials	All	Teachers	Summer 2012	Summer 2012	On-Track	
Teacher Leaders receive training on creating Unit Plans aligned to the Common Core State Standards	Professional Development	All	Rieck, Oluewu, and Groves	Quarter 1	Quarter 1	On-Track	
Teacher Leaders conduct professional development sessions with teachers concerning implementing Unit Plans for the 1st quarter	Professional Development	All	Literacy- Rieck and Groves Mathematics- Oluewu	Quarter 1	Quarter 1	On-Track	
ILT, TT, and Grade-bands monitor implementation of curriculum via disaggregating and analyzing student work samples and data	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 2	On-Track	
Teacher Leaders facilitate Unit Planning aligned to the Common Core State Standards for 2nd quarter	ILT/ Teacher Teams	All	Teachers	Quarter 2	Quarter 3	On-Track	
Teacher Leaders conduct professional development sessions with teachers concerning implementing Unit Plans for the 2nd quarter	Professional Development	All	Literacy- Rieck and Groves Mathematics- Oluewu	Quarter 2	Quarter 3	On-Track	
ILT, TT, and Grade-bands monitor implementation of curriculum via disaggregating and analyzing student work samples and data	ILT/ Teacher Teams	All	Teachers	Quarter 2	Quarter 2	On-Track	



**Strategic Priority 1**

Teacher Leaders facilitate Unit Planning aligned to the Common Core State Standards for 3rd quarter	Professional Development	All	Teachers	Quarter 3	Quarter 4	On-Track	
Teacher Leaders conduct professional development sessions with teachers concerning implementing Unit Plans for the 3rd quarter	Professional Development	All	Teachers	Quarter 3	Quarter 4	On-Track	
ILT, TT, and Grade-bands monitor implementation of curriculum via disaggregating and analyzing student work samples and data	ILT/ Teacher Teams	All	Teachers	Quarter 3	Quarter 3	On-Track	
Teacher Leaders facilitate Unit Planning aligned to the Common Core State Standards for 4th quarter	Professional Development	All	Teachers	Quarter 4	Quarter 4	On-Track	
Teacher Leaders conduct professional development sessions with teachers concerning implementing Unit Plans for the 4th quarter	Professional Development	All	Teachers	Quarter 4	Quarter 4	On-Track	
ILT, TT, and Grade-bands monitor implementation of curriculum via disaggregating and analyzing student work samples and data	ILT/ Teacher Teams	All	Teachers	Quarter 4	Quarter 4	On-Track	

## Strategic Priority 2

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

Strategic Priority Description	Rationale
Provide reading and mathematics intervention to students identified on beginning of year screeners and monitor progress	We scored our school a "2" in "Intervention" on the SEF. By improving our intervention methods we will ensure all students are able to grow in math and reading proficiency.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administration of BOY Screeners in Reading, Math, and Science (DIBELS, Mclass Math, and NWEA)	Instruction	All	Teachers	Quarter 1	Quarter 1	On-Track	
Disaggregation of BOY data	ILT/ Teacher Teams	Other student group	ILT	Quarter 1	Quarter 1	On-Track	
Development of Individual Student Learning Plans	Instructional Materials	Other student group	Teachers	Quarter 1	Quarter 1	On-Track	
Implementation of Individual Student Learning Plans	Instruction	Other student group	Teachers	Quarter 1	Quarter 1	On-Track	
ILT and TT monitor students progress	ILT/ Teacher Teams	Other student group	ILT, TT, and Teachers	Quarter 1	Quarter 1	On-Track	
Administration of MOY Screeners in Reading, Math, and Science (DIBELS, Mclass Math, and NWEA)	Instruction	All	Teachers	Quarter 2	Quarter 2	On-Track	
Disaggregation of MOY data	ILT/ Teacher Teams	Other student group	ILT	Quarter 2	Quarter 2	On-Track	
Adjustment of Individual Student Learning Plans	Instruction	Other student group	Teachers	Quarter 2	Quarter 2	On-Track	
Implementation of adjusted Individual Student Learning Plans	Instruction	Other student group	Teachers	Quarter 2	Quarter 3	On-Track	
ILT and TT monitor students progress	ILT/ Teacher Teams	Other student group	ILT, TT, and Teachers	Quarter 2	Quarter 3	On-Track	



**Strategic Priority 2**

Administration of EOY Screeners in Reading, Math, and Science (DIBELS, Mclass Math, and NWEA)	Instruction	All	Teachers	Quarter 3	Quarter 4	On-Track	

### 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
Teachers will effectively use CHAMPS and PBIS as part of a whole school positive behavior support model	With a higher rate of misconducts (39 per 100), from our My Voice, My School survey, we need to improve our classroom and schoolwide management of students to support student engagement in an increasingly rigorous curriculum.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers receive CHAMPS and PBIS training	Professional Development	All	Teachers	Summer 2012	Summer 2012	On-Track	
School-wide team created	Other	All	Teachers	Quarter 1	Summer 2012	On-Track	
School-leveled PD	Professional Development	All	Teachers	Quarter 1	Quarter 1	On-Track	
Implementation of CHAMPS and PBIS	Instruction	All	Teachers	Quarter 1	Quarter 1	On-Track	
Monitoring of Classrooms and School	Instruction	All	Administrators	On-going	Quarter 1	On-Track	
Students receive incentives for behaving appropriately	Other	All	Teachers	Quarter 1	Quarter 1	On-Track	
Culture and Climate Parent Night	Parental Involvement	All	Culture and Climate Team	Quarter 1	Quarter 1	On-Track	
ILT Diaggregate and Analyze data from Verification of student referral and suspension data	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1	On-Track	
Culture and Climate Team identify students in need of targeted intervention	Other	Other student group	Culture and Climate Team	Quarter 1	Quarter 1	On-Track	
Implementation of Targeted Intervention	Other	Other student group	Culture and Climate Team	Quarter 2	Quarter 2	On-Track	
Monitor Targeted Intervention Group	Other	Other student group	Culture and Climate Team	Quarter 2	Quarter 2	On-Track	
ILT Diaggregate and Analyze data from Verification of student referral and suspension data	ILT/ Teacher Teams	All	ILT	Quarter 2	Quarter 2	On-Track	
Students receive incentives for behaving appropriately	Other	All	Teachers	Quarter 2	Quarter 2	On-Track	



**Strategic Priority 3**

Culture and Climate Team identify students among targeted intervention students in need of intensive interventions	Other	Other student group	Culture and Climate Team	Quarter 3	Quarter 3	On-Track	
Implementation of Intensive Intervention	Other	Other student group	Culture and Climate Team	Quarter 4	Quarter 4	On-Track	
Monitor Intensive and Targeted Intervention Group	Other	Other student group	Culture and Climate Team	Quarter 4	Quarter 4	On-Track	
End-of-the-Year Awards Program	Other	All	Culture and Climate Team	Quarter 4	Quarter 4	On-Track	



### Strategic Priority 4

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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



**Strategic Priority 5**

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

Strategic Priority Description	Rationale

**Action Plan**

**Monitoring**

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