



2012-2014 Continuous Improvement Work Plan

Fairfield Elementary Academy

Midway Elementary Network

6201 S Fairfield Ave Chicago, IL 60629

ISBE ID: 150162990252913

School ID: 610057

Oracle ID: 26701



Mission Statement

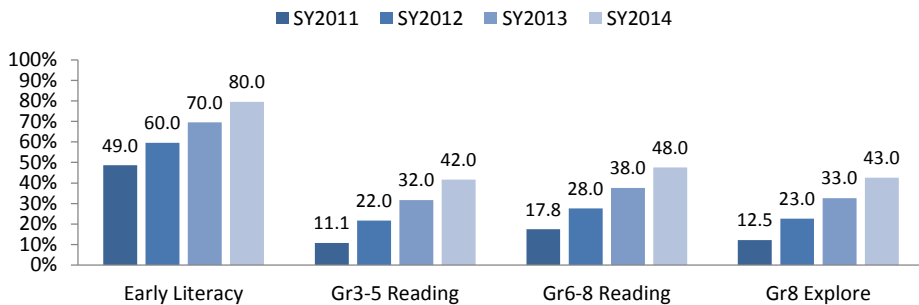
The mission of Fairfield Academy is for all staff members to work collaboratively and with parent support to ensure all students make gains and succeed. Teachers will work on creating vertical and horizontal curriculum alignment for all core subjects based on the Common Core State Standards, analyze and utilize data to drive instruction, focus on small group re-teaching, scaffolding, and provide appropriate interventions to increase the number of students who graduate from 8th grade.

Strategic Priorities

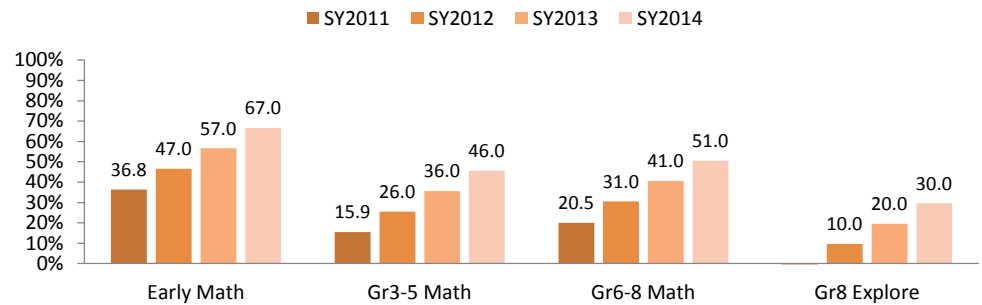
- 1. Implementate a balanced rigorous literacy program using Common Core Standards complemented by differentiated instruction for all students and provide intervention strategies for students not meeting standards as measured by NWEA targets.
2. Implement a rigorous mathematics curriculum designed to meet Common Core Standards in which students engage in reasoning, develop arguments, persevere in problem solving, and model using mathematics.
3. Implement a rigorous science curriculum designed to meet Illinois Assessment Framework Statements in which students engage in the scientific process, develop arguments, and make conjectures.
4. Family and community involvement is a critical piece to continue to improve the school's climate and increase student motivation.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

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

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
Martha Q. Quiroga	Principal
Karen Clay	Assistant Principal
Cynthia Cazares	Lead/ Resource Teacher
Kristin Beyer	Lead/ Resource Teacher
Dawn O'Brien	Special Education Faculty
Gordon Newman	Counselor/Case Manager
Kristen Kelly	Classroom Teacher
Maricela Aguliar	ELL Teacher
Martha Santiago	ELL Teacher
Eileen Alps	Classroom Teacher
Ricardo Moreno	ELL Teacher
Lisa Monegain	Classroom Teacher



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	49.0	60.0	70.0	80.0		Early Math % of students at Benchmark on mClass	36.8	47.0	57.0	67.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	11.1	22.0	32.0	42.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	15.9	26.0	36.0	46.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	27.3	38.0	48.0	58.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	42.0	52.0	62.0	72.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.8	28.0	38.0	48.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	20.5	31.0	41.0	51.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	35.8	46.0	56.0	66.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	44.7	55.0	65.0	75.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	12.5	23.0	33.0	43.0		Explore - Math % of students at college readiness benchmark	0.0	10.0	20.0	30.0



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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	93.4	95.5	98.0	100.0					
					Misconducts Rate of Misconducts (any) per 100	43.4	40.0	37.0	35.0

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
ISAT - Reading % of students meeting or exceeding state standards	44.5	55.0	65.0	75.0		ISAT - Reading % of students exceeding state standards	4.3	5.0	7.5	9.0
ISAT - Mathematics % of students meeting or exceeding state standards	53.2	64.0	74.0	84.0		ISAT - Mathematics % of students exceeding state standards	4.1	5.0	7.5	9.0
ISAT - Science % of students meeting or exceeding state standards	39.1	50.0	60.0	70.0		ISAT - Science % of students exceeding state standards	2.6	4.0	5.5	8.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Fairfield uses ISAT, Scantron, Explorer, ACCESS, Dibels/IDEL, mclass math and weekly and quarterly assessment data to establish, clear measurable goals for student achievement and to drive our instruction. Using this data students are grouped for intervention and reteaching. Student growth goals are created to close specific achievement gaps. Weekly formative assessments are used to review achievement successes and to find areas that need reteaching and review in the classroom. Teachers collaborate to analyze and create S.M.A.R.T. goals for struggling students. Fairfield's Instruction Focus encompasses 6 core principles that target best practices, progress monitoring, data analysis, and teacher created assessment.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The principal links professional development to what is occurring in the grade level teacher meetings. The principal moderately monitors instructional practice by walking through the building and visiting classrooms. The principal does both formal and informal observations. Classroom expectations are clear and given to the teachers via a list of non-negotiables and at professional development. The vision is aligned to the standards and focuses on student improvement and closing achievement gaps. The principal communicates with teachers via email and monthly bulletins to keep them informed. The principal facilitates communication with families via phone calls, newsletters, flyers, brochures and monthly calendars. There are computer classes and language classes to empower parents. There are family reading, math and science nights. The principal communicates with parents about student data and school performance and what they can do to help. The principal supports and promotes teacher- parent workshops to provide parents with support on how to help their children. This is based on</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>The school's ILT members include reading coach, math/science coach, bilingual lead teacher, case manager, counselor, assistant principal and principal. Each grade level team has a facilitator. Science, math and social studies committees also have a facilitator. Teachers collaborate on the CWIP team. The union representative is a teacher at Fairfield. The ILT team provides most of the professional development and teachers occasionally provide professional development. During grade level meetings, teachers are the decision makers on specific lesson plans, curriculum and instruction.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The school's ILT members include reading coach, math/science coach, bilingual lead teacher, case manager, counselor, assistant principal, and principal. The ILT leads the work of improving teaching/learning school-wide through providing professional development, modeling, and coaching, attending grade level meetings, and communicates with parents/community. The ILT leads the school's approach to professional development, but more teacher input is needed. The ILT needs to do more to facilitate two-way communication and engage staff in decision making. The ILT engages in reflection of its own processes after providing professional development and implementing strategies/programs. The ILT regularly analyzes qualitative and quantitative data as part of the decision making process.</p>	
Monitoring and adjusting ----->			2
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Fairfield has a school-wide plan to analyze data, (ISAT, Scantron, Explorer, ACCESS, Dibels/IDEL, mclass math and weekly and quarterly assessment data) using both standardized assessment and teacher-created assessments. Fairfield analyzes data and groups students and target instruction for those students accordingly. This occurs in school-wide professional development, at weekly grade level meetings, and by teachers in their classroom.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	Grade level teams develop quarterly curriculum maps common core standards. Grade level teachers collaborate at grade level meetings with guidance of the ILT. Two preparatory periods are provided for common planning, organizing instructional units and materials. Data is used during collaboration re-teaching is aligned throughout grade level. Curriculum maps and lesson plans are aligned to Common Core State Standards. Special Education teachers collaborate with classroom teachers to ensure plans for student growth and to ensure goals are being met. All students are exposed to common grade level texts and are supported in their fluency and comprehension.	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Teachers have common materials across grade level. The reading and math materials provide interventions for struggling and ELL students. They also provide options for differentiated instruction. Teachers use supplemental materials to teach the standards.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>There are school- wide assessments (DIBELS, MCLASS, SCANTRON) which make data readily available. There are common assessments across grade levels. There are common assessments weekly and summative created by teachers. These assessments include varied types of tasks- answering questions, performance tasks and other types of responses. Weekly and summative assessments are aligned to curriculum maps and common core standards. Weekly and summative assessments are analyzed and used to create data tables that assist the teacher in differentiating the instruction and re-teaching targets and to assess mastery. Accommodations for testing students with disabilities are aligned to the student's IEP and needs of ELL students.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Some teachers are communicating lesson objectives to the students, along with clear directions for tasks and lessons. Some teachers use a variety of higher-order questions to deepen understanding. Some teachers use curriculum maps to create lessons that are purposefully sequenced to build a deep understanding and mastery of the standard. Teachers provide accommodations and modifications to struggling students, ELL students and above level students.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	----->			2
	<p>Intervention</p> <ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Push-in support is offered at the intermediate and middle school levels. However, a special education teacher and special education paraprofessional can provide support for only one homeroom section. There is a dedicated pull-out teacher for special education students in primary and intermediate grades. In the primary grades, progress is monitored systematically by means of Dibels, mClass, IDEL, & Scantron testing. L.A. push-in provides extra support to intensive students during the literacy block. Primary teachers meet with students according to their ability tiers for daily intervention. They also meet with parents of intensive students to partner on strategies to help students meet their goals. Remediation plans are created and implemented. S.M.A.R.T. goals were developed for "strategic students" to focus re-teaching. More consistent implementation of R.T.I. is needed.</p>	
Professional Learning	----->			2
	<p>Whole staff professional development</p> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Whole staff professional development occurs regularly, but is not tightly aligned to the school's priorities. The PD does not always seem to be interrelated or address the needs of the teachers or school vision. However, exit slips are offered for staff to evaluate PD.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Most teachers in the school meet regularly in grade levels to plan, curriculum map, and analyze both formative assessments and data. Teachers collaborate on weekly instruction. Special education teachers and regular education teachers collaborate on lesson planning, data analysis, & strategies for differentiating instruction. ILT members, including literacy, math/science and bilingual coaches offer input and guidance at grade-level and departmental meetings. A protocol exists for all meetings, including an agenda, a sign-in sheet (for accountability), and minutes detailing the content of the meeting. Some teachers share effective strategies with peers at these meetings. Middle school teachers meet weekly with teachers in their grade level and additionally with teachers in their content area.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>A some teachers have had lessons and skills modeled by Coaches. There is no protocol set for providing instructional feedback. Some of the Professional Development requests have been followed although few suggestions have been made by teachers. First-year teachers are offered a mentoring program through CNTC, although it is deemed by some to be less than effective. Teachers were given feedback on the non-negotiable protocol in place at the school.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Not every teacher has high expectations. Few staff members expose students to career and college ready standards. We have an active student council for student leadership opportunities. Eighth grade students had the opportunity to visit colleges such as Kennedy King College and Northeastern Illinois University to experience college culture and research a post secondary environment. 7th and 8th grade students have also completed a career inventory so that students can find out what they are good at. This is important because research supports that idea that students who experience college culture early tend to be more successful.</p>	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Students with disabilities are integrated with the other students allowing them to interact with their peers as much as possible. PBIS as well as mentoring and an additional counselor have increased student group and individual counseling sessions. Parent meetings occur with each serious discipline infraction.</p>	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Although PBIS is in place, it is not adhered to by all teachers. We do have discipline procedures including detentions and suspensions. Some behavior in common areas has improved such as bathrooms, hallways, and during class transitions.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Principal provides meetings throughout the year on school performance. She also sends out monthly newsletters to keep parents informed and updated. Teachers provide parents with informative workshops, rubrics, and weekly newsletters about expectations in the classroom.	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Parents are given progress monitoring reports. Monolingual classroom parent to teacher communication is forthcoming. Parent to teacher communication is not reciprocated. Bilingual classroom teachers have strong parental involvement with regard to student education. Ongoing communication is provided through monthly/weekly newsletters.	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	We feel the school environment is welcoming. We have a partnership with SWOP in place in which parents volunteer at the school. Parents were provided with English classes every week free of cost. Parents were provided with a series of workshops sponsored by the school in which a motivational speaker addressed topics such as student motivation. The school sponsored family literacy and family math/science nights as well as workshops on how parents can help their children with math. Parents also participate through attending LSC, PAC, and BAC meetings. We have developed a core group of parent volunteers who are actively involved in curricular and extracurricular activities.	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->				2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Fairfield has a part time CPS social worker that addresses the special needs that our students have. We have a sponsorship with metropolitan services that also provides a social worker twice a week to service students (one on one and group) social emotional needs. Home schooling is provided when needed. Hart Grove and SASS referrals are provided as needed for our severe cases.		
	College & Career Exploration and election ----->				2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	8th grade students will complete the College/Career Inventory via whatsnextillinois.com. This inventory gathers student interest data and creates a profile of careers, colleges offering specific majors as well as work profiles for students based on their interests. Students have also completed college research visits.		
Academic Planning ----->				2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	8th grade students will complete the College/Career Inventory via whatsnextillinois.com. This inventory gathers student interest data and creates a profile of careers, colleges offering specific majors as well as work profiles for students based on their interest. Students have also completed college research visits. Students participated in several annual High School Fairs where high school planning was done. Students received weekly classroom guidance lessons which addressed secondary planning and academic standards for effective high school and academic achievement.			
Enrichment & Extracurricular Engagement ----->				2	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	Student leadership is fostered through student council, which sponsors food drives and neighborhood clean-ups. Through Girl Scouts & Boy Scouts, students are taught civic duty, team building, life skills, and social responsibility. Band, Color Guard, and Drum			

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Students attended workshops after school and on half days to prepare them for the 8th grade Explore test (which strongly mirrors the ACT standardized test). Students will complete college and career inventory via whatsnextillinois.com, and will complete college visits to Kennedy King College and Northeastern Illinois University.</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>(Not Applicable to Grade School Students)</p>	
	Transitions ----->			2
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>In the primary grades, teachers collaborate to create and communicate high expectations for incoming students to ensure effective transitions between grades. Students and parents are educated on promotion criteria for all grades and are given information on support systems within the school and in the community to assist students who are struggling to transition to the next grade. this is the first year we offered bilingual and monolingual preschool classes to prepare students for kindergarten.</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
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				2
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Discretionary spending aligns with needs and priorities, such as ELMOs, projectors, science equipment and supplies, Arts Program (i.e., Urban Gateways). Some grades/subjects lack proper text support materials for units based on Common Core State Standards.		
	Building a Team ----->				3
<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	In the upper grades, grade level teams are designed based on the knowledge, expertise, and credentials of the teacher. In the primary grades, teachers are often assigned based on experience and teacher certification. Candidates for teaching positions must respond in writing to a series of prompts as part of the interview process. The ILT interviews candidates and follows a protocol for questioning which includes questions related to pedagogy and experience.			
Use of Time ----->				2	
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	The school dedicates 90 minutes per day for a literacy block. The school dedicates 60 minutes per day for math. The school is open to flexible scheduling (i.e., block). Throughout the school, meetings are both departmental and across grade levels twice a week. Structured interventions are offered for intensive students during, after and before school on a regular basis.			

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

The mission of Fairfield Academy is for all staff members to work collaboratively and with parent support to ensure all students make gains and succeed. Teachers will work on creating vertical and horizontal curriculum alignment fo all core subjects based on the Common Core State Standards, analyze and utilize data to drive instruction, focus on small group re-teaching, scaffolding, and provide appropriate interventions to increase the number of students who graduate from 8th grade.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Implementate a balanced rigorous literacy program using Common Core Standards complemented by differentiated instruction for all students and provide intervention strategies for students not meeting standards as measured by NWEA targets.	Implementation of a balanced rigorous literacy program we will increase student achievement at all the varying levels.
2	Implement a rigorous mathematics curriculum designed to meet Common Core Standards in which students engage in reasoning, develop arguments, persevere in problem solving, and model using mathematics. Mathematics instruction will be designed to meet the needs of all learners and will be differentiated for those students not meeting standards as measured by NWEA targets and also for those exceeding NWEA targets.	Implementation of a rigorous mathematics curriculum based on Common Core State Standards will increase student achievement at the varying levels. The design, implementation, and assessment of units based on Common Core State Standards will provide all students with the opportunity to develop the necessary processes and proficiencies in mathematics which are key to college and career readiness.
3	Implement a rigorous science curriculum designed to meet Illinois Assessment Framework Statements in which students engage in the scientific process, develop arguments, and make conjectures. Science instruction will integrate Common Core Reading Standards since students will be reading and analyzing a variety of informational science texts/articles. Science instruction will meet the needs of all learners and will be differentiated for those students not meeting standards as measured by NWEA targets and also for those exceeding NWEA targets.	Implementation of a rigorous science curriculum based on the Illinois Assessment Framework Statements for science will increase student achievement at the varying levels. The design, implementation, and assessment of units based on the framwork statements for science and Common Core State Standards for Reading will provide all students with the opportunity to develop the necessary processes and proficiencies which are key to college and career readiness.

4	Family and community involvement is a critical piece to continue to improve the school's climate and increase student motivation. We have greatly increased parental involvement and would like to see each parent volunteer in some capacity at least 5-10 hours per school year. Community partnerships support student appreciation of the arts and awareness of cultural diversity.	Family involvement increases student achievement and student motivation. Community partnerships are key in sustaining a safe, stable environment which provides enriching activities to all students.
5		

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
Implementate a balanced rigorous literacy program using Common Core Standards complemented by differentiated instruction for all students and provide intervention strategies for students not meeting standards as measured by NWEA targets.	Implementation of a balanced rigorous literacy program we will increase student achievement at all the varying levels.

Action Plan

Monitoring

Milestones	Column1	Column2	Column3	Start	Completed	Status	Comments & Next Steps
Collaborate and create curriculum maps/CCSS	Instruction	All	Teachers	On-going			
Collaborate and create weekly performance tasks	ILT/ Teacher Teams	All	Teachers	On-going			
Modify performance tasks for Special Education students	Instruction	Students With Disabilities	ILT/Teachers	On-going			
Analyze weekly performance tasks in grade level meetings	ILT/ Teacher Teams	All	ILT/Teachers	On-going			
Provide scaffolded instruction for skills necessary to master standards	Instruction	All	Teachers	On-going			
Provide professional development on explicit instruction	Professional Development	All	Reading Coach	Quarter 1			
Analyze NWEA Data quarterly schoolwide/gradelevel	ILT/ Teacher Teams	All	ILT/Teachers	On-going			
Provide small group targeted intervention programs based on NWEA results	After School/ Extended Day	All	LC/Teachers	On-going			
Provide Basic Reading Inventory (BRI) to intensive students grade 3-8	Other	Other student group	LC/Teachers	Quarter 1			
Create and implement intervention plans based on DIBELS and BRI Data for intensive students	After School/ Extended Day	Other student group	LC/Teachers	Quarter 1			
Provide small group targeted intervention programs based on DIBELS and BRI Data	After School/ Extended Day	All	ILT	On-going			
Guided reading for K-4 student	Instruction	All	Teachers	On-going			
Purchase RTI interventionist/literacy coach	Staffing	All	ILT	Summer 2012			
Replenish consumable reading materials	Instructional Materials	All	ILT	Summer 2012			



Strategic Priority 1							
Purchase Theme based texts to align with common core and integration of social social texts	Instructional Materials	All	ILT	Summer 2012			
Purchase supplemental invention materials	After School/ Extended Day	Other student group	ILT	Summer 2012			
Purchase technology software	Instructional Materials	Other student group	ILT	Summer 2012			
Purchase kinesthetic materials	Other	Other student group	ILT	Summer 2012			
Family Reading Night	Parental Involvement	All	ILT	Quarter 2			
Provide workshops for parents	Parental Involvement	All	ILT	On-going			
Students analyze data and set goals for themselves	Other	All	ILT/Teachers	On-going			
Purchase novel sets for book club	After School/ Extended Day	Other student group	ILT	On-going			
Provide substitute coverage for teacher collaboration	Professional Development	All	ILT/Teachers	On-going			



Strategic Priority 2

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

Strategic Priority Description	Rationale
Implement a rigorous mathematics curriculum designed to meet Common Core Standards in which students engage in reasoning, develop arguments, persevere in problem solving, and model using mathematics. Mathematics instruction will be designed to meet the needs of all learners and will be differentiated for those students not meeting standards as measured by NWEA targets and also for those exceeding NWEA targets.	Implementation of a rigorous mathematics curriculum based on Common Core State Standards will increase student achievement at the varying levels. The design, implementation, and assessment of units based on Common Core State Standards will provide all students with the opportunity to develop the necessary processes and proficiencies in mathematics which are key to college and career readiness.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create curriculum maps/CCSS	Instruction	All	Teachers	On-going			
Create formative weekly math assessments/Performance Tasks	Instruction	All	Teachers	On-going			
Provide scaffolded instruction for skills necessary to master standards	Instruction	All	Teachers	On-going			
Provide small group targeted intervention programs based on NWEA results	After School/Extended Day	All	ILT	On-going			
Provide re-teaching in small groups	Instruction	All	Teachers	On-going			
Create summative unit assessments	Instruction	All	Teachers	On-going			
Provide parent workshops on how they can help their children with math concepts	Parental Involvement	All	ILT	On-going			
Family Math Night	Parental Involvement	All	ILT/Teachers	Quarter 4			
Modify performance tasks for Special Education students	Instruction	Students With Disabilities	Teachers	On-going			
Purchase text support for Common Core Math Units	Instructional Materials	All	ILT	Summer 2012			
Purchase manipulatives for Common Core Math Units	Instructional Materials	All	ILT	Summer 2012			
Algebra Initiative Program	Instruction	Other student group	ILT/Teacher	On-going			
Purchase licenses for math websites for support for Common Core units	Instructional Materials	All	ILT/Teachers	On-going			
Purchase Lead Math Teacher	Staffing	All	Principal	On-going			



Strategic Priority 2

Create and implement intervention plans based on mClass Data for intensive students	Instruction	Other student group	Lead Math coach and teacehrs	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
Implement a rigorous science curriculum designed to meet Illinois Assessment Framework Statements in which students engage in the scientific process, develop arguments, and make conjectures. Science instruction will integrate Common Core Reading Standards since students will be reading and analyzing a variety of informational science texts/articles. Science instruction will meet the needs of all learners and will be differentiated for those	Implementation of a rigorous science curriculum based on the Illinois Assessment Framework Statements for science will increase student achievement at the varying levels. The design, implementation, and assessment of units based on the framework statements for science and Common Core State Standards for Reading will provide all students with the opportunity to develop the necessary processes and proficiencies which are key to college

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create curriculum maps/CCSS	Instruction	All	Teachers	On-going			
Create formative weekly science assessments/Performance Tasks	Instruction	All	Teachers	On-going			
Provide scaffolded instruction for skills necessary to master standards	Instruction	All	Teachers	On-going			
Provide small group targeted intervention programs based on NWEA results	After School/ Extended Day	All	ILT	On-going			
Provide re-teaching in small groups	Instruction	All	Teachers	On-going			
Create summative unit assessments	Instruction	All	Teachers	On-going			
Use science texts/articles to support development of Common Core Reading standards	Instructional Materials	All	Teachers/ILT	On-going			
Modify performance tasks for Special Education students	Instruction	Students With Disabilities	Teachers	On-going			
Family Science Night	Parental Involvement	All	ILT/Teachers	Quarter 2			
Purchase Text support for Science units	Instructional Materials	All	ILT	Summer 2012			
Purchase new microscopes for science lab	Instructional Materials	All	ILT	Summer 2012			
Replenish consumable laboratory materials	Instructional Materials	All	ILT	Summer 2012			
Science Club	After School/ Extended Day	Other student group	ILT/Teachers	On-going			
Purchase licenses for science websites to support science unit content mastery.	Instructional Materials	All	ILT/Teachers	On-going			



Strategic Priority 3



Strategic Priority 4

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

Strategic Priority Description	Rationale
Family and community involvement is a critical piece to continue to improve the school's climate and increase student motivation. We have greatly increased parental involvement and would like to see each parent volunteer in some capacity at least 5-10 hours per school year. Community partnerships support student appreciation of the arts and awareness of cultural diversity.	Family involvement increases student achievement and student motivation. Community partnerships are key in sustaining a safe, stable environment which provides enriching activities to all students.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze school wide data with parents	Parental Involvement	All	Principal	Quarter 1			
Provide parental sessions where parent analyze their students data and interventions to support	Parental Involvement	All	ILT/Teachers	On-going			
Workshop on parent portal	Parental Involvement	All	Computer Teacher	Quarter 1			○Automated phone calls, monthly calendars, quarter
Workshop to support students in reading, math and science	Parental Involvement	All	ILT/Teachers	On-going			
Open House, Winter, Mother's Day and Awards Assembly	Parental Involvement	All	Teachers	Quarter 4			
Girl and Boy Scouts and Boys Scouts Troop Leaders	After School/ Extended Day	All	ILT	On-going			
School Home Connection Involvement Contract/Parent Compact	Parental Involvement	All	ILT	On-going			
Purchase parents for lunchroom and recess duty	Other	Not Applicable	Principal	Summer 2012			
SWOP Parent Mentors and volunteers	Parental Involvement	All	Principal	On-going			
Provide dental and vision support at school	Other	All	Casemanager	Quarter 3			
Field Day	Parental Involvement	All	ILT/Teachers	On-going			
Parent Field Trips	Parental Involvement	All	ILT	On-going			
Coffee with the principal (School Up-dates), Student of the month and ice cream socials	Parental Involvement	All	Principal	On-going			
Family Nights : Reading, Math, Science and Movies	Parental Involvement	All	ILT	On-going			



Strategic Priority 4

Attendance Raffles, and gift certificates	Parental Involvement	All	ILT	On-going			
Automated phone calls	Parental Involvement	All	Principal	On-going			
Monthly calendars	Parental Involvement	All	ILT	On-going			
Quarterly newsletters	Parental Involvement	All	ILT	On-going			
Parent and Student Handbook	Parental Involvement	All	ILT	On-going			
7th and 8th Grad Mandatory Informational Meetings	Parental Involvement	Other student group					
LSC, BAC, PAC Parent Meetings	LSC/ PAC/ PTA		ILT	On-going			
Fairs: Book, Science and History	Parental Involvement	All	ILT	On-going			
Nutrituion Classes, Basic Internet Classes and ESL Classes	Instruction	All	ILT	Quarter 2			
Speakers: motivational, meeting the social emotional needs of students and parenting skills	Parental Involvement	All	PAC and BAC Leaders	Quarter 1			
After school art program	After School/ Extended Day	All	Urban Gateway and Principal	Quarter 1			



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