CIWP

2012-2014 Continuous Improvement Work Plan

Oscar F Mayer Elementary School

Fullerton Elementary Network

2250 N Clifton Ave Chicago, IL 60614

ISBE ID: 150162990252337

School ID: 610059

Oracle ID: 24401

CHICAGO PUBLIC SCHOOLS | CPS
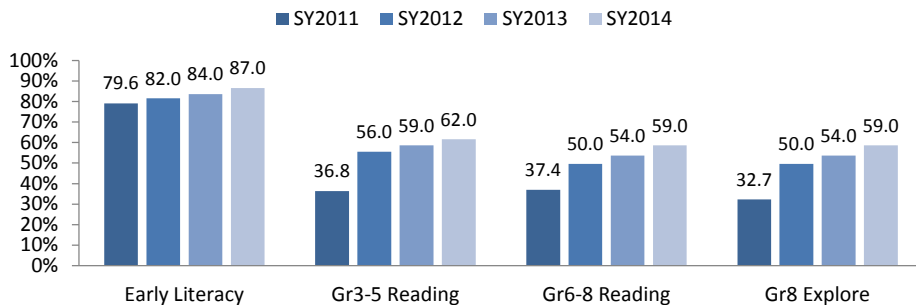
Mission Statement

Mayer Magnet is dedicated to promoting a holistic education that nurtures and challenges all students to become life long learners with a passion to inquire, think globally, serve others, create, lead and achieve personal excellence.
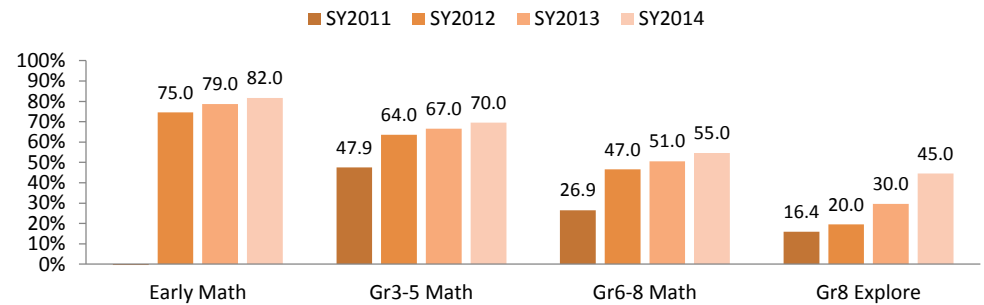
Strategic Priorities

1. Improving ISATS among struggling students: Continue to provide targeted and assessed weekly instruction for students who are identified as RTI tier 2 and tier 3.

2. Improve Reading ISAT scores across all grade levels: Increase our reading meets/exceeds scores 8 percentile points by examining the fidelity of our implementation of Fountas and Pinell assessements and guided reading instruction.

3. Vertically align Curriculum to Common Core Standards: Produce a vertically and common core aligned math scope and sequence and assessment plan, taking into consideration our Montessori and MYP IB curriculum. This will result in an 8 percentage point gain on the math ISAT exam.

4. Providing enrichment for students exceeding standards: Continue to provide targeted and assessed instruction for students who are identified as exceeding the grade level standards. This will result in an increase of the school's exceeds students in reading math and science ISAT scores to an average of 21% after two years.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	79.6	82.0	84.0	87.0
Gr3-5 Reading	36.8	56.0	59.0	62.0
Gr6-8 Reading	37.4	50.0	54.0	59.0
Gr8 Explore	32.7	50.0	54.0	59.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math		75.0	79.0	82.0
Gr3-5 Math	47.9	64.0	67.0	70.0
Gr6-8 Math	26.9	47.0	51.0	55.0
Gr8 Explore	16.4	20.0	30.0	45.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

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:	Oscar F Mayer 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
Katherine Konieczny	Principal
Roxy Roth	Classroom Teacher
Barbara Baldini	Lead/ Resource Teacher
Tracie Kenyon	Classroom Teacher
Brad Bane	Parent/ Guardian
Pam Lookatch	Parent/ Guardian
Amy Sprenger	Parent/ Guardian
Lara Scarborough	LSC Member
Howard Zwirn	LSC Member
Peter Talmers	LSC Member
Shannon Mahoney	Classroom Teacher
Maria Pullos	Special Education Faculty

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	79.6	82.0	84.0	87.0	**Early Math** % of students at Benchmark on mClass	NDA	75.0	79.0	82.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	36.8	56.0	59.0	62.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	47.9	64.0	67.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.1	57.0	61.0	65.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	59.8	63.0	68.0	73.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	37.4	50.0	54.0	59.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	26.9	47.0	51.0	55.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.8	61.0	64.0	67.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	37.8	63.0	67.0	70.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	32.7	50.0	54.0	59.0	**Explore - Math** % of students at college readiness benchmark	16.4	20.0	30.0	45.0

2012-2014 Continuous Improvement Work Plan

Oscar F Mayer Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.0	95.0	95.5	95.5	Misconducts Rate of Misconducts (any) per 100	11.4	11.0	10.5	10.0

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	70.7	78.0	85.0	91.0		ISAT - Reading % of students exceeding state standards	17.0	22.0	29.0	37.0
ISAT - Mathematics % of students meeting or exceeding state standards	79.9	87.0	92.0	95.0		ISAT - Mathematics % of students exceeding state standards	18.1	25.0	33.0	42.0
ISAT - Science % of students meeting or exceeding state standards	66.3	74.0	79.0	82.0		ISAT - Science % of students exceeding state standards	12.4	15.0	19.0	24.0

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
	Goals and theory of action	-->		**3**
DIMENSION 1: Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	- RTI - small group instruction to tier 2 and 3 (assessed weekly) to close acheivement gap. - MYP Units - focus on HOTS skills, critical thinking, rigorous assessments and rubrics across all content area. - Student and teacher reflection sheets on Scantron performance with goal setting. - Parent volunteers - sight word/sandpaper letters to build early literacy skills. - Fine Arts integration - data driven planning to provide instruction across all content and grade levels.	
	Principal Leadership	-->		**2**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	- MYP and Montessori teacher training/professional development - provided foundation for expectation of classroom instruction. - MYP and Auxiliary grade level meetings in place with a focus placed on instruction, unit instruction, and data. Looking to provide consistency for all grades PreK-4th. - Community nights, parent education nights, LSC monthly curriculum share outs, MYP newsletter - Super SIPAAA team made up of parents, teachers and admistrators have created a 5+ year strategic plan for the school. - Career Week - provide student survey for interests, parents presented their careers and educational paths, student reflection on careers. - Parent education nights for our Montessori and MYP-IB programs throughout the school year.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	- RTI - teacher team working with interventionist on providing targeted instruction to tier 2 and 3. Would like to expand on RTI committee to review progress monitoring monthly. - Curriculum teams exist across grade levels and content levels. Develop, review and reflect on curriculum. - National Board Co-horts - Opportunity to expand on professional vertical book clubs. - Teacher led Professional development through the year including responding to challenging students, Fountas and Pinell, CHAMPS, Orton sensory reading, etc. - Teacher leaders provided coaching/modeling to collegues on guided reading, math, and science. - Various teachers have written grants to support classroom instruction. - ILT team has been established, professional development has been offered. We need to improve the structure, goals and meetings for the ILT in the coming school year.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**1**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	- We have a team established that has struggled to meet on a regular basis. Representation spreads across our grade levels, includes special education, fine arts and administrtion. - A few of the members of the ILT also serve on our Super SIPAAA team that has been meeting through out the year to develop our 5+ year strategic plan. This plan has set priorities for each are of our school on a long term basis. - Professional development has been brought through teacher leadership. Teachers have offered areas of need,and teams have put together PD based on feedback from teachers. - ILT took a close look at the Common Core Standards Assessment and provided insight into the annalysis of the data from the first round of Common Core Assessments.	
Monitoring and adjusting	--->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Monitoring and adjusting: Schoolwide data is presented in detail at the beginning of the school year. Through DIBELS, SCANTRON, and Fountas and Pinnell , as well as teacher created unit tests, teachers have access to a variety of formative data. We are working to make sure grade level meetings are used as a forum for a more targeted discussion of this information and how it is being used to inform instruction.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Our Elementary I teachers (grades 1, 2, and 3) have mapped their math curriculum; grades 6 – 8 use a pacing chart for their math program. The IB Unit Planners are aligned to state standards in grades 6-8. There is also a consistent use of Socratic seminar in grades 6-8; the Facing History curriculum supplements our IB Units.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	The materials in our ELI math program are aligned to the state standards. The IB teachers have developed units with novel studies. Primary texts are used in our humanities classes and teachers have access to a large variety of leveled texts. We need to increase the amount of time we spend teaching science and social studies as well as look at the alignment of those two courses across the grade levels/programs.	

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.

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
Assessment	-->		2
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Individual teachers use the formative assessments that we give to group children. However, we need to monitor how well teachers implement these assessments and how accurate they are in using the assessment to inform their instruction.	

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
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	IB teachers use Bloom's taxonomy when preparing questions. Our Humanities program provides an opportunity for students of varying ability to enter into significant conversations. Regular written responses during Readers Workshop as well as quizzes during Guided Reading are used to gauge student progress as well as provide all students access to material that will appropriate challenge them based on their ability.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Children who need additional assessment in math or reading meet with our Interventionist. Parents are also used as tutors to assist in the Early Childhood classes. Children placed in RtI are monitored weekly so that adjustments can be made as needed. Our Guided Reading program also provides for a high level of differentiation.	
Whole staff professional development	-->		
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Professional Development days are aligned to priorities, but not in a yearlong/consistent format. Teacher collaboration only occurs in team meetings, but we are building our Teacher Leadership capacity in a variety of ways in the 2012-2013 school year.	

Professional Learning

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 3:	*Grade-level and/or course teams*	-->		
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers engage in weekly planning meetings. The RtI specialist engages in weekly conversations with the classroom teachers regarding children's progress. The specialist also compiles a monthly progress report for all the children she is seeing. Another area of collaboration is the meetings that take place between the special education and general education teachers.	
	Instructional coaching	-->		
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	We are working towards a formal coaching process where teachers' professional goals are clearly articulated and supported by the Administrative team. We will also be returning to a mentoring process to support our new teachers. Although teachers are encouraged to visit each others' rooms, this too happens on an irregular basis.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* --->			**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	- Student led conferences reinforcing student's goal setting, ownership of learning, articulation of performance, and reflection on learning. - Leadership opportunites: student council, our voice group, socratic seminar, 8th grade leadership team, 3rd grade leadership camp. - Multi-age Montessori classrooms build leadership into the classroom culture. - Text selection: primary resources at or above grade level provides opportunity for socratic discussions, deep dives, and higher order thinking.	
	Relationships --->			**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	- Positive interactions has been supported through school wide professional development with CHAMPS, examining adult responses to triggering student behaviors. - Three way conferencing between administration, teacher and student when student behaviors arise through out the day. - Prioritizing school wide scheduling around special needs students to ensure equality and inclusion. - Translators are available for conferencing and written communication. - LRE Audit found Mayer to effectively implement least restricted environment options for students in their IEPs	
	Behavior& Safety --->			**3**

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	- Some discipline violations are handled differently across the school. - Teachers prioritize establishing a postive and safe classroom culture that is nurtured throughout the year. - at each trasnition year students and parents participate in a "step up" event. - School wide events that foster community include, awards assemblies, pep rally, and walk -a-thon	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	--->		**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Principal regularly schedules staff and LSC data reports. In addition to reporting on the data, she explains how assessments are used to inform classroom instruction. Teachers organize Step-Up meetings (Step-up to the next grade level) where parents receive written information about grading and standards as well as provide exemplars of what it means to "meet the standards". Our case manager/counselor works with each 8th grade family to help them make the best choice for continuing education for their son/daughter.	
	Ongoing communication	--->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Weekly newsletters/email communications inform families about what is being learned in the classroom and how they can reinforce/extend this learning at home. Families are invited to be an active part of each classroom demonstrating the value we place on how our parents knowledge and experiences can enrich the larger school community.	
	Bonding	--->		**3**

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMEI	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Our Office Staff extends a welcome to everyone who enters the building. The Principal invites parents to take an active role in supporting programs outlined in the School Improvement plan and participates in many parent led committees. Parents are invited to our regularly scheduled Parent Education evenings, Community Night presentations, musical events and student talent shows.	

Date Stamp November 22, 2012

2012-2014 Continuous Improvement Work Plan

Oscar F Mayer Elementary School

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**3**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The social services team collaborates with parents and external social service agencies throughout the evening. We also collaborate directly with DePaul family services with families that are currently receiving services as well as referring new families. Finally we had a specialized services support night for all parents on how to best support children and families with special needs children.	
	College & Career Exploration and election	-->		
	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Information is provided about Explore, Interest Inventory, etc. as well as the information given during our Spring Career Day event. We also hold a high school fair for 7th and 8th graders.	
	Academic Planning	-->		
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The students receive personalized assistance during the high school application process and we also provide information/assistance to the parents during our two Parent evenings. At the high school fair and the career fair that we arrange, students have additional opportunities to explore options.	
	Enrichment & Extracurricular Engagement	-->		
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	We have an extensive menu of after school programs through our tuition based Club Bulldog program as well as After School All Stars. For example, students can sign up for dance, yoga, cooking, music, homework help and karate. Programs are offered to provide	

Left side vertical label: **N 6: College and Career Readiness Supports**

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O	*College & Career Assessments*	-->		
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Personal assessment inventories and Career Days provide information, help students focus on their particular talents and begin to think about a plan of action that will lead to success after high school in an area that interests them.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	NA	
	Transitions	-->		
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	In the spring, we schedule both New Parent Orientation evenings as well as Step-Up meetings so that both parents and students are comfortable and knowledgeable about the expectations for the grade they are entering. In addition, we offer Parent Education evenings in the fall both to reinforce expectations as well as provide information about our two unique programs – Montessori and MYP IB	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Use of Discretionary Resources	--->		**3**
DIMENSION 7: Resource Alignment	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Resources are carefully allocated to meet identified goals and priorities. Both the Instruction Lead Team as well as the Strategic Planning Committee carefully evaluate the needs of the school to ascertain the best use of available funds. Teachers and parents actively supplement school resources with applications to a variety of outside sources. The parents have formed a grants committee and meet with teachers whenever grants become available that we could use to support and extend our programs. Academic as well as social-emotional learning is the focus of all our spending.	
	Building a Team	--->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	We have an Interview Team in place for very new hire. Potential candidates go through a lengthy interview process with a variety of stakeholders. A set of questions with a rubric is created for every new staff member that we bring on. Because of our relationship with DePaul University, we are able to support a large number of Student Teachers all of whom are potential staff members. Staff members who work in our after school programs as well as interns we receive from our partnership with the Midwest Montessori Teacher Training Center continue to provide us with a number of qualified and capable candidates that we have been able to observe to determine if they would be a good fit for our schools and our programs.	
	Use of Time	--->		**4**

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
• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	We create schedules which allow us to provide enrichment opportunities for our advanced students as well as sustained support for our struggling students. In addition to attention to student needs, teachers are always given Grade Level meeting time to support collaboration and conversation. Each of our programs - Montessori and IB - have unique needs and time requirements. As we enter our sixth year with these programs, we continue to provide students in each program with the time required to master the content and curriculum. A great deal of time is spent by the	

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

Mayer Magnet is dedicated to promoting a holistic education that nurtures and challenges all students to become life long learners with a passion to inquire, think globally, serve others, create, lead and achieve personal excellence.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	**Improving ISATS among struggling students**: Continue to provide targeted and assessed weekly instruction for students who are identified as RTI tier 2 and tier 3.	In 2011 the 25 4th - 8th grade RTI students saw an average gain of 17.2%percentage points on their Reading ISAT score. Three students were identified to receive special services based on their needs. These services are dependent on funding from the board.
2	**Improve Reading ISAT scores across all grade levels**: Increase our reading meets/exceeds scores 8 percentile points by examining the fidelity of our implementation of Fountas and Pinell assessements and guided reading instruction.	We have seen a 13.7%point gain in Math since 2007, bringing our composite to 80.2 in 2011. We have only seen a 5.1%point gain in Reading since 2007, bringing our composite to 70.8 in 2011. We would like our Reading growth to mirror our growth in Math.
3	**Vertically align Curriculum to Common Core Standards:** Produce a vertically and common core aligned math scope and sequence and assessment plan, taking into consideration our Montessori and MYP IB curriculum. This will result in an 8 percentage point gain on the math ISAT exam.	Mayer has implemented the Montessori and MYP-IB programs over the past 5 years. Next year will complete our program implementation. It is time for us to take a critical to look at vertical scope and sequence. This scope and sequence needs to also align to the Common Core Standards.
4	**Providing enrichment for students exceeding standards:** Continue to provide targeted and assessed instruction for students who are identified as exceeding the grade level standards. This will result in an increase of the school's exceeds students in reading math and science ISAT scores to an average of 21% after two years.	Students exceeding the grade level standards on the ISAT are out performing students and showing signs of being college and career ready. With an academically diverse student population, we want to ensure that we are challenging all students, in hopes that they will have choices when going to high school.
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
Improving ISATS among struggling students: Continue to provide targeted and assessed weekly instruction for students who are identified as RTI tier 2 and tier 3.	#REF!

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hire one full time intervention specialist to provide weekly targeted instruction for tier 3 reading students.	Instruction	Other student group	Principal	Quarter 1	Quarter 4		
Identify students in tiers 2 and 3 for reading and math utilizing	Instruction	Other student group	Principal, coordinators, Case Manager	Quarter 1	Quarter 4		
Purchase additional hands on standards Math materials for the Tier two and three weekly instruction.	Instructional Materials	Not Applicable	IB coordinator	Summer 2012	Summer 2012		
Identify auxiliary teachers to assist in teaching RTI for at least one hour per day.	ILT/ Teacher Teams	Other student group	IB coordinator, Principal	Summer 2012	Summer 2012		
Monthly RTI meetings willoccur to review student growth progress and action plan for students to move to another tier or to evaluation.	ILT/ Teacher Teams	Other student group	Principal, coordinators, Case Manager	On-going	On-going		
Hire one full time intervention specialist to provide weekly targeted instruction for tier 3 math students.	Instruction	Other student group	Principal	Quarter 1	Quarter 4		
Purchase CPS Math RTI curriculum through CMSI to support small group intervention work.	Instructional Materials	Other student group	Principal	Summer 2012	Quarter 4		
Utilize the 75 minute weekly grade level meetings to support a monthly review of RTI student cases and their progress.	Professional Development	Other student group	Principal/coordinators	Quarter 1	Quarter 4		

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Improve Reading ISAT scores across all grade levels: Increase our reading meets/exceeds scores 8 percentile points by examining the fidelity of our implementation of Fountas and Pinell assessements and guided reading instruction.	We have seen a 13.7%point gain in Math since 2007, bringing our composite to 80.2 in 2011. We have only seen a 5.1%point gain in Reading since 2007, bringing our composite to 70.8 in 2011. We would like our Reading growth to mirror our growth in Math.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Plan professional development that vertically addresses implementation of Fountas and Pinell assessments to ensure that students are properly leveled with their reading level.	Instruction	All	Principal, Coordinators, AP, ILT	Summer 2012	On-going		
Put a study group of teachers together to examine and study what effective guided reading looks like when working with small groups.	ILT/ Teacher Teams	All	Principal, Coordinators, AP, ILT	Summer 2012	Quarter 2		
Based on results from study groups, school wide professional development for all reading teachers utilizing video, student work, and study group outcomes to guide.	Professional Development	All	Principal, Coordinators, AP, ILT	Quarter 2	On-going		
Provide individual coaching for teachers based on need.	Professional Development	All	Principal, Coordinators, AP, ILT	Quarter 2	On-going		
Purchase 2-3 professional development sessions with Hienaman to provide sessions for all teachers on assessment and implementation of Guided Reading.	Professional Development	All	Principal	Quarter 1	Quarter 2		
Hire Karen Dickenson to provide Professional development for grades PreK-5th on lesson design and layered questioning to get to the analysis level.	Professional Development	All	Principal/Montessori Coordinator	Quarter 1	Quarter 4		
Purchase Lucy Calkins writing support materials for all teachers. Next year all teachers will be teaching writing their classrooms.	Instructional Materials	All	Principal	Quarter 1	Quarter 1		

2012-2014 Continuous
Improvement Work Plan

Oscar F Mayer Elementary School

CIWP

CHICAGO
PUBLIC
SCHOOLS | CPS

Strategic Priority 2

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
Vertically align Curriculum to Common Core Standards: Produce a vertically and common core aligned math scope and sequence and assessment plan, taking into consideration our Montessori and MYP IB curriculum. This will result in an 8 percentage point gain on the math ISAT exam.	Mayer has implemented the Montessori and MYP-IB programs over the past 5 years. Next year will complete our program implementation. It is time for us to take a critical to look at vertical scope and sequence. This scope and sequence needs to also align to the Common Core Standards.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilize professional development weekly meetings to vertically examine our grade level curriculum maps while cross referencing the common core standards.	Professional Development	Not Applicable	Principal, coordinators, AP, ILT	Quarter 1	On-going		
Chart math scope and sequence by plotting Montessori materials on the common core standards document as well as the connected math curriculum.	Professional Development	Not Applicable	Principal, coordinators, AP, ILT	Quarter 2	On-going		
Identify holes in the various curriculums and develop units to cover the areas of weakness.	ILT/ Teacher Teams	Not Applicable	Coordinators, teacher teams	Quarter 2	On-going		
Provide differentiated instruction in mathematics that will target students needs across the grade levels.	Instruction	All	Coordinators, teacher teams	On-going	On-going		
Identify 8th grade students based on ISAT and Scantron that are eligible for taking Algebra. Provide Algebra instruction as an additional math class for qualified 8th grade students.	Instruction	Other student group	Principal, coordinators, AP, ILT	Summer 2012	On-going		
Utilize 75 minute weekly meetings and extended school day bucket to work in vertical teams aligning math curriculum to common core standards vertically throughout our programs.	Professional Development	All	Principal, coordinators, AP, ILT	Quarter 1	On-going		

Date Stamp November 22, 2012

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
Providing enrichment for students exceeding standards: Continue to provide targeted and assessed instruction for students who are identified as exceeding the grade level standards. This will result in an increase of the school's exceeds students in reading math and science ISAT scores to an average of 21% after two years.	In 2011 the 25 4th - 8th grade RTI students saw an average gain of 17.2%percentage points on their Reading ISAT score. Three students were identified to receive special services based on their needs. These services are dependent on funding from the board.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify students who have exceeded in core subjects on the ISAT exam, have positive behavior and attendance rate above 95% to participate in enrichment courses.	ILT/ Teacher Teams	Other student group	Assistant Principal, Teacher teams	Summer 2012	On-going		
Identify auxiliary teachers to assist in teaching enrichment courses for our students exceeding standards.	ILT/ Teacher Teams	Other student group	Assistant Principal, Teacher teams	Summer 2012	On-going		
Provide differenciated instruction to students during 2 additional 45 minute periods included in full school day. This includes students traveling independently and courses being offered based on students needs.	ILT/ Teacher Teams	All	Principal, coordinators, Case Manager	Summer 2012	On-going		
Purchase algebra and advanced reading materials for students taking accelerated courses.	Instructional Materials	Other student group	Principal	Summer 2012	Quarter 1		

Strategic Priority 4

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