



2012-2014 Continuous Improvement Work Plan

Ellen Mitchell Elementary School

Fulton Elementary Network
2233 W Ohio St Chicago, IL 60612
ISBE ID: 150162990252353
School ID: 610073
Oracle ID: 24511



Mission Statement

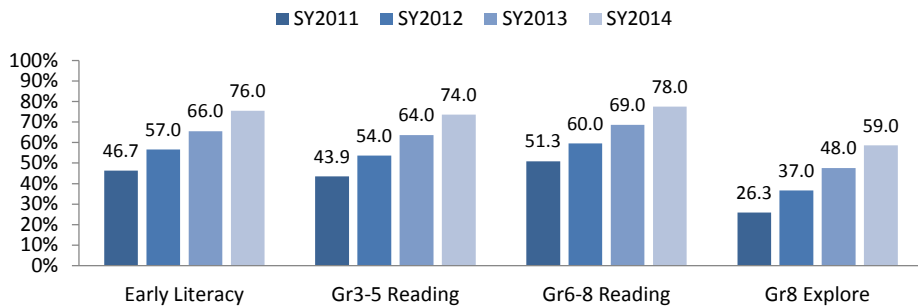
The mission of Mitchell is to provide a small school, where parents, staff and community partners collaboratively facilitate the intellectual, physical and emotional growth of all students. We model the work ethic, commitment to learning and commitment to each other that we expect from our students. Teachers design a cohesive curriculum, rooted in literacy, to provide engaging learning opportunities. We adapt instruction to meet each child's needs and learning styles with the ultimate goal of preparing students for college success.

Strategic Priorities

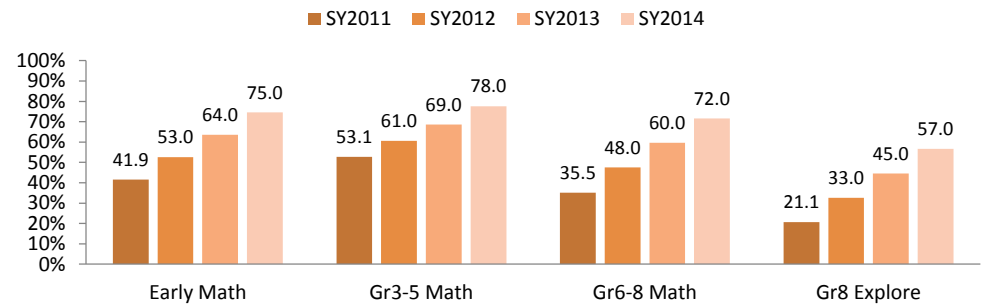
- 1. Create a college and career ready culture throughout the school with early and ongoing exposure and information as well as the appropriate academic planning and experiences to be prepared for future education and work endeavors.
2. Target above grade-level students based on MAP test results to ensure these students are keeping pace and continue to grow.
3. Ensure all students are reading at grade level by 2nd grade through strategic interventions, continuous progress monitoring, and individualized supports.

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:	Ellen Mitchell 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
Nicole Milberg	Assistant Principal
Jessica McLennon	Special Education Faculty
Griselda Salgado	ELL Teacher
Alicia Schoenbeck	Classroom Teacher
Becky Benkiser	Classroom Teacher
Robert Wood	Classroom Teacher
Niki Buse	LSC Member

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	46.7	57.0	66.0	76.0		Early Math % of students at Benchmark on mClass	41.9	53.0	64.0	75.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	43.9	54.0	64.0	74.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	53.1	61.0	69.0	78.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	72.4	78.0	80.0	83.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	75.5	78.0	80.0	83.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	51.3	60.0	69.0	78.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	35.5	48.0	60.0	72.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.3	78.0	80.0	83.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.3	78.0	80.0	83.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	26.3	37.0	48.0	59.0		Explore - Math % of students at college readiness benchmark	21.1	33.0	45.0	57.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	97.0	98.0	98.5	Misconducts Rate of Misconducts (any) per 100	12.2	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	80.1	85.0	89.0	92.0	ISAT - Reading % of students exceeding state standards	27.3	34.0	39.0	44.0
ISAT - Mathematics % of students meeting or exceeding state standards	83.0	88.0	92.0	94.0	ISAT - Mathematics % of students exceeding state standards	30.1	35.0	40.0	45.0
ISAT - Science % of students meeting or exceeding state standards	90.6	93.0	95.0	97.0	ISAT - Science % of students exceeding state standards	17.0	22.0	27.0	32.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<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>The school has used the SIPAAA goals in the past to drive aggressive gains. The goals are focused on preparing students for college by focusing on the "exceeds" targets on the ISAT and the exceeds benchmark on the MAP test.</p> <p>Next Steps: Clearly articulate the theory of action with the school's priorities to all stakeholders, holding special sessions for parents.</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>Principal creates a professional learning system by facilitating PLCs, encouraging presentations at national conferences, supporting teachers through National Board Certification and holding high quality professional development opportunities.</p> <p>Principal meets with teachers one-on-one to develop curriculum, co-teach and support instructional best practices. Principal creates a vision for instructional best practices through classroom PQS, peer observations and grade level meetings.</p> <p>Principal establishes a culture of college and career readiness by having students set individual goals based on the data, meeting with families and facilitating advanced after-school sessions with students. Families are empowered through accurate information through the newsletter, meetings, workshops, and an open door policy.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<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>Teachers at Mitchell are invested and lead the improvement process at Mitchell in numerous ways including:</p> <p>All teachers write grants.</p> <p>All teachers serve on mutiple school-wide committees.</p> <p>A team of 8 teachers have now presented at national conferences and more plan to do so in the future.</p> <p>All teachers are involved in the hiring process of teachers, staff and administrators.</p> <p>Teachers lead the ILT, RTI, SpEd, CIWP</p> <p>All teachers review, analyze and create action plans regarding data.</p> <p>Teachers run PLC groups and present to the staff to share learning.</p> <p>Teachers attend PD and visit other schools.</p> <p>Next Steps:</p> <p>Increase teacher led PD at school.</p> <p>Teacher lead mentoring for new Mitchell Staff.</p> <p>Rotate responsibilities on committees.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT included a primary, intermediate, middle school, special education and bilingual teacher to represent the whole staff and make decisions based on the best interest of all students in the school.</p> <p>The ILT meets to plan professional development for the whole staff. The ILT has presented to the school staff and also at Network professional development.</p> <p>The ILT analyzes data to monitor the implementation of the school's plan and to set strategic goals for the school moving forward.</p> <p>Next Steps: Develop a more structured format to push improvements in the school.</p>	
Monitoring and adjusting ----->			3
<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>Data wall for whole school and classrooms.</p> <p>Assessment reports given to parents during workshops.</p> <p>Grade level meets are focused on data. ILT meetings and school-wide priorities are based on data. School-wide data binders are used to compile data. Flexible groups are used in grades and across grades. MAP data is used for RIT groups.</p> <p>Next steps: Use and analyze data on a consistent cycle. Create clear action plans and follow-up based on the data.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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. 	<p>All teachers use Common Core and State Standards to develop year long curriculum maps for each grade level.</p> <p>Resource room and classrooms are equipped with a variety of instructional materials and grade level informational texts.</p> <p>Resource teachers and interventionists create plans to provide the additional supports necessary to ensure students with disabilities and ELLs are able to gain core content knowledge and skills.</p> <p>Next Steps: Create year-long curriculum maps (not just quarter by quarter) and revisit content for vertical alignment. Use year-long curriculum maps to better plan support necessary for high and low students. Increase complex instructional text resources to further integrate this reading into the curriculum at each grade level.</p>	
	Instructional materials ----->			3
	<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). 	<p>All classrooms have access to a variety of instructional materials including magazine subscriptions, ST Math, novel sets, and informational texts.</p> <p>To support students with disabilities and varying language proficiency, teachers have leveled texts and spanish texts as well as push-in bilingual support and SpEd support to assist students in accessing the information.</p> <p>Next Steps: Update resources with more complex informational text based on the vertical alignment.</p>	
<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>Data is available through multiple venues. There is a school-wide data wall, MAP DIBELS and DIBELS 3D is provided electronically to teachers immediately, and time is provided in grade level to analyze data and create action plans.</p> <p>A comprehensive set of assessments are used from PK-8 grade, including performance tasks, MAP, DIBELS, DIBELS 3D, mClass, STEP, and teacher created assessments.</p> <p>Accommodations and modifications are provided for students in each IEP. Assessments are aligned to common core standards.</p> <p>Next Steps: Create performance tasks for all quarters to measure mastery of standards. Analyze data and rubrics to check for vertical alignment.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<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>All teachers use "I can" statements to communicate objectives. Teachers receive feedback and do peer observations to improve questioning techniques.</p> <p>All teachers use backwards design to create curriculum maps aligned with national standards. Curriculum maps have big ideas, enduring understandings and essential questions to build towards deep understanding.</p> <p>Teachers create performance tasks to assess mastery of specific standards.</p> <p>Teachers regularly progress monitor and complete other formative assessments to inform future instruction.</p> <p>Teachers specify instruction and accommodations for students with disabilities and ELL students on lesson plans.</p> <p>Ntext Steps: Vertical Alignment in Social Studies and Language Arts Align ELL push-in and pull-out support</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			4
	<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>RTI screening is used to identify studnets in need of academic intervention. Screening tools include DIBELS and DIBELS 3D, mClass, MAP scores, and classroom assessments. Diagnostic assessments are administered on an on-going basis and include progress monitoring. Intervention includes in-class, small group instruction, push-in and pull-out support, one on one support outside of the classroom including reading buddies, counseling, writing tutors and after-school programs. Interventions are monitored at weekly RTI meetings, weekly grade level meetings and discussed with parents. Adjustments are made based on interventions to instruction and instructional groupings.</p> <p>Next Steps: Increase frequency or RTI meetings to address needs faster. Systemize feedback forms to inform teachers and parents of progress in one-on-one and small group interventions.</p>	
	Whole staff professional development ----->			4
	<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>The school has a year long, focused plan for whole staff PD aligned to school goals based on review from the ILT. School PD and weekly grade level meetings are focused on school goals. The school monitors PD through exit slips, on-going classroom observations, and follow-up discussions through grade level meetings.</p> <p>Next Steps: Collaborate with other schools to meet with common grade level teachers and get more ideas and feedback.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			4
	<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>Teachers meet in grade level teams on a weekly basis. Teachers meet quarterly to review school-wide priorities and for long-term planning. Teams include classroom teachers and specialists. Each team also includes a member of the ILT. Grade level and PD meetings use agendas and protocols for team collaboration.</p> <p>Teams share ownership for student goals and all focus on school-wide reading goals, regardless of subject or grade. RTI meetings occur weekly to discuss progress-monitoring data for students receiving intervention.</p> <p>Next Steps: Create clear action plans.</p>	
	Instructional coaching ----->			3
	<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>Teachers complete self-assessments and determine areas to develop each school year in collaboration with the administration. Administration provides feedback based on the determined area of need.</p> <p>New teachers receive mentoring at the beginning of the school year, with a focus on curriculum development and instruction. Teachers get individualized professional development support through external PD opportunities and school created PD provided in small groups based on need.</p> <p>Teachers receive consistent feedback based on individual growth goals from lesson plans, curriculum maps, student work samples and classroom visits.</p> <p>Teachers conduct peer observations.</p> <p>Next Steps: Increase peer coaching opportunities.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<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 	College visits Student leadership through student council, student patrol, and extra-curricular activities. Staff member reinforces school expectations for all students to aspire to college and career-ready standards through language use (when you go to college...) and constant reinforcement of a college going culture. Implementation of inquiry-based learning. Next Steps: Collaborate with families to create a college-ready vision.	
	Relationships ----->			4
	<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. 	Each 8th grade student has a "touchstone" or staff member to provide individualized supports and advocate on his/her behalf. Teachers advocate on behalf of students. Small school environment and teachers know students and families well in order to best support them. A school-wide anti-bullying program is in place and all staff members reinforce school expectations around bullying. This anti-bullying program reinforces respectful interactions between all members of our community. Students are given leadership experiences through student council and student planned extracurricular events.	
Behavior & Safety ----->			4	

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>School-wide anti-bullying program is in place (SWAP - Students Watching and Protecting other students)</p> <p>Students are recognized for helping to create a bully free environment.</p> <p>There are school-wide and classroom students highlighted each week for good character and behavior.</p> <p>Staff enjoy being at school due to the safe, welcoming environment.</p> <p>Next Steps: Communicate next steps when a student is referred with the</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
NSION 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. 	<p>School performance is reviewed monthly at LSC meeting and NCLB and BAC meetings.</p> <p>Teachers send home curriculum brochures to outline curriculum and provide home-school connections.</p> <p>Teacher webpage provide up to date information on what students are learning in the class.</p> <p>Teachers host parent nights, curriculum nights and parent workshops.</p> <p>The school has a parent resource room</p> <p>Community resources are used to provide family workshops (ESL, art, music, nutrition)</p> <p>Next Steps: Create clear examples of grade level standards for parents.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers and other staff engage in ongoing communication with families. Some teachers send weekly or bi-weekly emails to families. Other teachers make calls. One-on-one conferences are held 2 times a year. Parent workshops are held on assessment data, literacy, math, etc. Strong relationships are built with families so that staff can learn from families about the children.</p>	
Bonding ----->			4	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMEI	<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. 	<p>The school has created a welcoming environment through murals, a parent room, after-school and evening community activities (yoga, ESL, etc, student led events (naturalization ceremony, dances, student performances)</p> <p>The principal leads work to empower and motivate families by creating parent leadership opportunities, informing parents of district and school priorities through monthly coffee chats, and facilitating community building.</p> <p>The school staff provides frequent opportunities for community engagement by providing classroom volunteering opportunities, academic events, potlucks, and more</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			4
	<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. 	School reaches out to families in need in many ways including: Sharing baskets at Thanksgiving, corporate partnerships to provide students in need with practical winter gifts, parent workshops, staff fundraisers to support families in need, individual conferences with parents, counseling to connect families with needed resources.	
	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. 	The school counselor provides exposure to high school options through high school presentations and alumni discussions. Some classrooms visit college campuses. Next Steps- Create a school-wide focus on College and Careers.	
Academic Planning ----->			3	
<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. 	Classrooms do college campus visits. Mitchell Alumni speak about high school and college. Genius book club and elective courses provide high school like academic options for middle school students. Counselor provides one-on-one and family counseling for the high school applicaiton process and requires all students to apply to several options. Next Steps: Host career day and college day. Focus on Explore test and offer algebra.		
Enrichment & Extracurricular Engagement ----->			4	
<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. 	Fine arts, physical educaiton, music, mandarin and technology are offered during school. After-school options include sports teams, guitar, violin, choir, etc. Partners work with the school to enhance options. Over 80% of the students participate in extracurriculars.		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			3
	<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>8th grade students take the Explore Exam and the selective enrollment exam (when they qualify). One of the three strategic priorities is to better prepare students for the Explore Exam going forward.</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. 		
Transitions ----->			3	
	<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>School provides transition supports such as Tot-time for PK, structured play dates for incoming PK and K, meet the teacher nights, and Open House.</p> <p>In middle school, classes are departmentalized, students select some classes, and the counselor works one-on-one with families to support the high school transition process.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<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. 	<p>Discretionary spending is used to support the instructional goals in the classroom. It allows additional staff members to provide interventions to ensure all students are reaching grade level goals. The school actively pursues funding- all teachers write grants and the administration also writes grants for technology, fresh fruits, and other opportunities to support the school. External partners provide additional programming to help meet student and staff needs. The school has at least 6 external partners that provide acadmic support across grade levels.</p>	
	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. 	<p>Hiring is a thorough process at Mitchell. A team of teachers and administrators work together to review resumes using a rubric, conduct first round interviews, second round interviews, and observe candidates teach a class. The school grows talent from within through student teachers, internships, SECA and learning assistant positions.</p>	
Use of Time ----->			3	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>The school provides extra prep periods so students are exposed to the arts, physical education and dance class.</p> <p>All teachers have 5 planning periods, all with grade level cluster teachers. All grade clusters have a regular, meaningful collaboration time built into the schedule.</p> <p>Struggling students receive structured intervention.</p> <p>Next Steps: Create a more structured intervention block so struggling students do not miss content instruction.</p>	

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 Mitchell is to provide a small school, where parents, staff and community partners collaboratively facilitate the intellectual, physical and emotional growth of all students. We model the work ethic, commitment to learning and commitment to each other that we expect from our students. Teachers design a cohesive curriculum, rooted in literacy, to provide engaging learning opportunities. We adapt instruction to meet each child's needs and learning styles with the ultimate goal of preparing students for college success.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Create a college and career ready culture throughout the school with early and ongoing exposure and information as well as the appropriate academic planning and experiences to be prepared for future education and work endeavors.	Based on our student achievement data, 26% of our 8th graders are meeting college readiness standards in reading and 21% in mathematics. Our reflections of the school effectiveness framework revealed a need to work more strategic ally to intergrate a culture of college and career awareness and readiness. Additionally, we will prepare students academically to be successful on the EXPLORE to meet our SY2013 EXLORE goals.
2	Target above grade-level students based on MAP test results to ensure these students are keeping pace and continue to grow.	The majority of the student's keeping pace based on the MAP test results in reading and math are students who are performing below grade level. By focusing on above-grade level students, higher expectations will be set for the whole class, impacting the rigor of instruction for all. To meet our goal of having 80% of students "keeping pace" by SY2013, we must create plans to specifically address how we will continue to push above grade level students.
3	Ensure all students are reading at grade level by 2nd grade through strategic interventions, continuous progress monitoring, and individualized supports.	Only 46% of students are currently reading at grade level by the end of second grade. A strong foundation in early literacy is critical for all other academic priorities. Stuggling students will require strategic interventions.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Create a college and career ready culture throughout the school with early and ongoing exposure and information as well as the appropriate academic planning and experiences to be prepared for future education and work endeavors.	Based on our student achievement data, 26% of our 8th graders are meeting college readiness standards in reading and 21% in mathematics. Our reflections of the school effectiveness framework revealed a need to work more strategic ally to intergrate a culture of college and career awareness and readiness. Additionally, we will prepare students academically to be successful on the EXPLORE to meet our SY2013 EXLORE goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Vertical Alignment of curriculum using Common Core and Explore	ILT/ Teacher Teams	All	Teachers	Summer 2012			
Develop a school-wide reading theme around college and career information, experiences and exposure	Professional Development	All	Teachers	Quarter 1			
Develop performance tasks that include grammar and english language usage skills to better prepare students for the Explore Test	Instruction	All	Teachers	Quarter 1			
Incorporate Explore practice tests in 6th and 7th grade	Instruction	All	Teachers	Quarter 3			
Include visits to a variety of high schools beginning in sixth grade	Instruction	All	6th and 7th grade teacher	Quarter 2			
Recruit community and external partners to support students with specific career interests	After School/ Extended Day	All	Teachers	Summer 2013			
Host Parent Meetings about High School	Parental Involvement	All	Parents and teachers	Summer 2012			
Host a career fair	After School/ Extended Day	All	Community, Parents, Teachers	Quarter 4			
Create college spirit events at the school	After School/ Extended Day	All	Teachers	Quarter 1			
Develop learning excursions to area trade schools, colleges and universities for all grade levels	Other	All	Teachers	Quarter 1			
Review college and career readiness interest survey for next steps	Instructional Materials	All	Teachers	Summer 2013			



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
Target above grade-level students based on MAP test results to ensure these students are keeping pace and continue to grow.	The majority of the student's keeping pace based on the MAP test results in reading and math are students who are performing below grade level. By focusing on above-grade level students, higher expectations will be set for the whole class, impacting the rigor of instruction for all. To meet our goal of having 80% of students "keeping pace" by SY2013, we must create plans to specifically address how we will continue to push above grade level

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review data of current class to identify above grade-level performers	Instructional Materials	Other student group	Teachers	Quarter 1			
Determine which above grade-level students failed to meet growth targets after fall assessment	Instructional Materials	Other student group	Teachers	Quarter 1			
Create specific action plans for those students by analyzing performance on each strand	Instructional Materials	Other student group	Teachers	Quarter 1			
Create performance tasks to measure progress towards mastering standards	Instructional Materials	Other student group	Teachers	Summer 2012			
Develop specific small group work that is aligned with the needs of above grade-level students	Instruction	Other student group	Teachers	Quarter 1			
Provide an after-school book club for above grade-level students	After School/ Extended Day	Other student group	1 teacher	Quarter 2			
Provide an after-school enrichment club in math	After School/ Extended Day	Other student group	1 teacher	Quarter 3			
Host parent workshops to provide information the MAP test, student growth, and specific ways to support student growth	Parental Involvement	All	Parents and teachers	Quarter 2			
Review data on an on-going basis and revisit action plans to refine and update plans based on results	Instructional Materials	Other student group	Teacher teams	Quarter 2			
Target specific summer goals for students and create individualized summer packets to develop needed skills	Instructional Materials	Other student group	Teachers	Summer 2013			
Identify summer enrichment opportunities that align with the interests of above grade level students (science camp, scholarships to zoo camp, etc)	After School/ Extended Day	Other student group	Teachers	Summer 2013			

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
Ensure all students are reading at grade level by 2nd grade through strategic interventions, continuous progress monitoring, and individualized supports.	Only 46% of students are currently reading at grade level by the end of second grade. A strong foundation in early literacy is critical for all other academic priorities. Stuggling students will require strategic interventions.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Based on the DIBELS data, teachers will progress monitor students in red every two weeks	Instruction	Other student group	Teachers	Quarter 1			
Teachers will reach out to parents to create an intervention plan for all students in red	Parental Involvement	Other student group	Teachers	Quarter 2			
Teachers will progress monitor students in yellow every 4 weeks	Instruction	Other student group	Teachers	Quarter 1			
Teachers will meet with strategic students 3 times a week to provide small group instruction in guided reading	Instruction	Other student group	Teachers	Quarter 1			
Students in red and in need of intervention will be pulled out for small group support 3 times a week	Staffing	Other student group	Teachers	Quarter 1			
Small group work will be designed to support fluency and word work skills specifically for students in need of extra support	Instruction	Other student group	Teachers	Quarter 1			
Reading interventions will be provided to students below grade level over the summer and after-school	After School/ Extended Day	Other student group	Teachers	Summer 2012			
Computer programs will provide individualized support for students at their level	Equipment/ Technology	Other student group	Teachers	Quarter 2			
Create a before-school reading buddy program with middle school students	After School/ Extended Day	Other student group	Teachers	Quarter 1			

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

Action Plan

Monitoring

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



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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