



2012-2014 Continuous Improvement Work Plan

James Monroe Elementary School

Fullerton Elementary Network
3651 W Schubert Ave Chicago, IL 60647
ISBE ID: 150162990252355
School ID: 610074
Oracle ID: 24531



Mission Statement

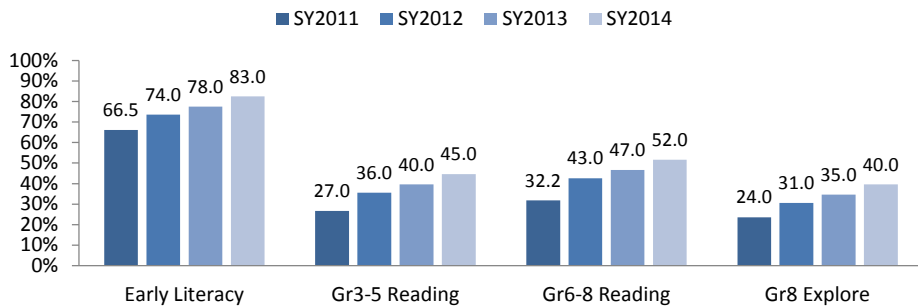
The Monroe Community promotes a respectful, responsible and safe environment where students prepare for a lifetime of success.

Strategic Priorities

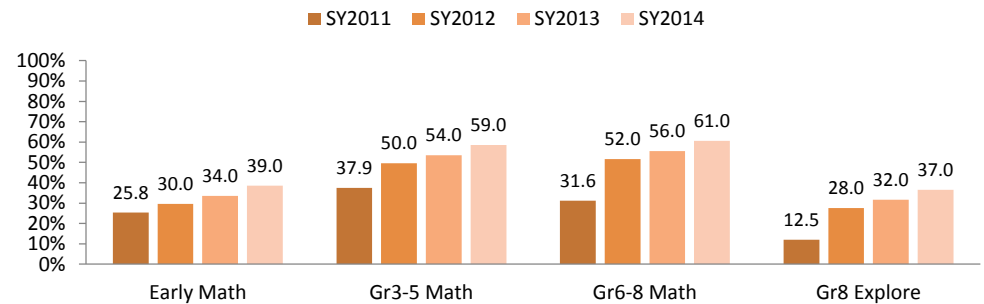
- 1. Establish an effective monitoring system to provide feedback on classroom practices, instruction and student learning ensuring that the aligned and intended curricula is taught with fidelity.
2. Design a systematic RTI Plan which incorporates a continuous and uniformed progress monitoring process understood and implemented by all teachers.
3. Assess student knowledge both needed and acquired using various formative and summative performance-based assessment methods.

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:	James Monroe 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
Edwin Rivera	Principal
Jorge Seda	Assistant Principal
Carrie Busse	Lead/ Resource Teacher
Mrs. Altamirano	Classroom Teacher
Mrs. Jamicich	Classroom Teacher
Mrs. Everage	Classroom Teacher
Mrs. Ruiz	ELL Teacher
Mr. Quanz	Assessment/Data Faculty
Mr. Ehnle	Other
Mrs. Torres	LSC Member
Mrs. Panek	Counselor/Case Manager
Mrs. Adames	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	66.5	74.0	78.0	83.0		Early Math % of students at Benchmark on mClass	25.8	30.0	34.0	39.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.0	36.0	40.0	45.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	37.9	50.0	54.0	59.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.5	56.0	60.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.1	61.0	65.0	70.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	32.2	43.0	47.0	52.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	31.6	52.0	56.0	61.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.3	55.0	59.0	64.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	50.3	62.0	66.0	71.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	24.0	31.0	35.0	40.0		Explore - Math % of students at college readiness benchmark	12.5	28.0	32.0	37.0

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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	95.1	96.0	97.0	98.0	Misconducts Rate of Misconducts (any) per 100	22.1	16.0	15.0	14.0

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	70.0	75.0	80.0	85.0	ISAT - Reading % of students exceeding state standards	11.6	16.0	20.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	75.1	80.0	84.0	85.0	ISAT - Mathematics % of students exceeding state standards	15.5	20.0	24.0	30.0
ISAT - Science % of students meeting or exceeding state standards	69.4	75.0	80.0	85.0	ISAT - Science % of students exceeding state standards	6.7	11.0	15.0	20.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<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. 	<ul style="list-style-type: none"> Establishment of letter levels aligned to Balanced Literacy Initiative. Continuous and thorough professional development on designing authentic assessment tools and rubric designing in literacy. Theory of Action which has clear and measurable goals. Data analysis sessions at grade level team meetings using TIP reports to identify transformational and accelerated students, enhance individualized skill/strategy-based instruction in both reading/math literacy and begin setting a progress monitoring component within the classroom to assist with the monitoring of student progress. 	
	Principal Leadership ----->			2
	<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. 	<ul style="list-style-type: none"> Café y Conversation is held bi-weekly on Friday mornings to provide training opportunities for interested parents gather parent feedback on ways to improve Monroe School and help connect with the community. Horizontal peer coaching opportunities during semester 1 to help grade level teams share best practices. LSNA partnership to foster the school -community relationship. Parent Support Programs: partnership with LSNA organizations and provide parent support room which houses resources to assist with strengthening and educating community members. * Principal created a master schedule that allows teachers, grade level, committees and ILT to meet weekly to address teacher needs and build opportunities for growth. * Principal along with literacy coach and balanced literacy committee have clarified the instructional focus t be balanced literacy. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<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 	<ul style="list-style-type: none"> • Strong leadership teams: ILT, Balanced Literacy Team, & Science. • BLT attended intensive PD and guided the staff through the transition process into full implementation of the Workshop Model in literacy and all content areas. • BL Checklist as an environment guide for classroom teachers to reinforce the initiative & strengthen cohesiveness school-wide. • Cognitive Visits when the BLT visited classrooms on specific components which were targeted during professional development days: Independent reading/Daily 5, Words their Way and classroom libraries. • Teacher Driven PD- teachers had the opportunity to share their areas of interest & schedule more tailored PD aligned to school initiatives. 	

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Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> ILT has a variety of representation of staff members who brings different levels of expertise and knowledge when making best decisions for the school. Self Reflection when teachers participated in self rubric rating activities pertaining to their classroom library, independent reading, read aloud knowledge identifying next step to strengthen focused areas identified by the Instruction Leadership Team. Reinforcement of collaboration and cohesiveness throughout the school by organizing committees which target specific areas of interest/concern The ILT leads the work of improving teaching and learning school-wide 	
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. 	<ul style="list-style-type: none"> Providing data results immediately, data wall constructed to provide a quick snap-shot of where students are when discussing benchmark categories & identifying transformational/accelerated students so a more structured monitoring system is in place to check on progress throughout the year. (TIP reports) Data report distribution: results are given to staff immediately, discussed at grade level meetings and used to plan more targeted and tailored instruction. BL Team provided PD on rubric and authentic assessment designs which included a timeline for grade levels and identified pacing chart to clearly define what letter levels students should be at what time of year at specific grade level. Administrative team more visible at grade level meetings to support grade levels with concerns, issues and clarifying confusions. 	

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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. 	<ul style="list-style-type: none"> Nonfiction Studies: incorporate a more intense instruction focusing on informational text BL provided intensive PD on literacy best practices & extended nonfiction study, read aloud & Workshop Model into all content/discipline areas. Math Committee reviewed existing math curriculum and provided support with how to target deficit areas in basic math computational skills. Science Committee extended partnership with DePaul to review, enhance & align curriculum with school initiatives & best practices of science inquiry-based projects. Curriculum Map Planning: intensive planning to align curriculum throughout grade level in hopes to bring a more rigorous & cohesive structure at each grade level & content area discipline. Achieve 3000: targeted students received additional exposure to informational text at ability levels to strengthen comprehension skills. 	
	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). 	<ul style="list-style-type: none"> NF Materials: provide additional resources of leveled text to enhance various reading books aligned to content taught at each grade level. Subscriptions to Informational Magazines to enhance NF studies. leveled Resource Room: numerous literacy leveled text to enhance instruction. Classroom libraries: teachers ordered specific books aligned to curriculum/units of study & received additional books to build a more diverse book collection for readers. ELL classrooms received dual language & native language materials to assist with strengthen language proficiency levels & supporting native language instruction. 	
<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. 	<ul style="list-style-type: none"> • Conference Room: school-wide data is posted on data wall which includes Scantron results, TRC and DIBELS/IDEL primary assessments and ACCESS results. • Primary assessment results: targeted students were selected to participate in after-school programs designed to focus on deficit areas. • Some classrooms: certain grade level teams use a variety of formative and summative assessments to monitor students, target areas and drive tailored instruction. • Grade level teams reviewed SCANTRON/primary assessment data and designed quarterly action plans which targeted deficit areas. • Teacher-directed PD: provided various assessment methods such as running records, conferencing, small group instruction, data analysis and rubric designs. • Performance of the ISAT Crew – high energy performance on celebrating the hard work in preparation for ISAT. 	

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<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Provided PD: specific committees have provided training session targeting: higher order thinking questioning, enhancing deeper understanding, how to scaffold instruction through the Workshop Model using Comprehension Toolkit, Growing Readers, Units of Reading, Writing Workshop and how to effectively use authentic formative assessment methods to drive instruction. 	

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Typical School	Effective School	Evidence	Evaluation
<p>Intervention -----></p>			2
<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. 	<ul style="list-style-type: none"> RTI Toolkit: classroom teachers received support binder for the RTI process and how to begin charting students' data to support academic intervention plans. Interventions were clearly identified at each department to bring continuity throughout grade levels and departments. Adoption of the PBIS-Second Step curriculum: brought a common language to Monroe when dealing with discipline and support measures of behavior modification RTI Tiered meetings: occurring on a weekly basis and decisions are made with parents, students, classroom teachers, interventionists, case manager, counselors, and specialized support staff. Interventionist Support Team: identified interventionist support team provides Tiered instruction for Tier III students. College Tutor/Parent Mentor Programs: additional support is provided by extra support teams to either provide Tier II instruction or support classroom teacher with student monitoring so they can provide Tier II instruction. 	

Professional Learning	<p>Whole staff professional development -----></p>			3
	<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. 	<ul style="list-style-type: none"> Balanced Literacy PD: team has provided checklists, targeted training, demonstrations, school-level videos of best practices. PD: provided PD is responsive to teachers' needs and interests (surveyed) and differentiated. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Summer curriculum planning: intensive planning aligning core programs by identifying units, focus strategies, read aloud selections, small group instruction strategies, formative/summative assessment strategies and specific primary sources. Common Planning: all grade level teams meet weekly and most discuss lesson, strategies, data and review student artifacts. Ancillary Team Planning: some ancillary staff are extending classroom curriculum/content into their instruction. Grade Level Action Plans: grade level teams created quarterly action plans in preparation for benchmark assessments by analyzing data, discussing strategies/lessons to target deficits engaging all students in more individualized instruction. RTI Tiered meetings: occurring on a weekly basis and decisions are made with parents, students, classroom teachers, interventionists, case manager, counselors, and specialized support staff. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by ILT, committees, administration and instructional coach when introducing new initiatives/requirements. 	
	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. 	<ul style="list-style-type: none"> Provided PD: surveyed staff on areas of interest for Professional Development Training in both sharing expertise (providing PD) and strengthening own knowledge (attending PD) aligned to instructional practices. Cognitive/coaching visits: teachers had the opportunity to conduct pre/post conferences before observations so the classroom observation was targeted, clear and tailored to needs. Administration and Instructional Coach conducted group observations and administration provided constructive feedback during post-conference. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> College Tutors Program: college tutors are supporting students at all grade levels to assist with intervention program. Partnership with DePaul University 	
	Relationships ----->			3
	<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. 	<ul style="list-style-type: none"> PBIS Program: interactions between all stakeholders are respectful and inappropriate behavior is approached in a very respectful manner. Celebrations of positive behavior. Students with disabilities are included in all incentive and acknowledgement events. 	
	Behavior & Safety ----->			3

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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. 	<ul style="list-style-type: none"> • PBIS/Second Step Program: Tier I behavioral plan and celebrations are organized and executed monthly • Staff establishes and maintains a safe environment – common language throughout the halls of Monroe • Strategically posted matrix clearly defining expected behaviors. • Staff reviewed behavior matrix with all students and modeled appropriate behavior. 	

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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. 	<ul style="list-style-type: none"> Café y Conversacion: monthly support to key parents who are interested in becoming aware of additional resources and increasing knowledge of school expectations. Open House: inform parents of school-level expectations and interpreting various data reports. Curriculum Night: teachers provide support in explaining curriculum, what resources are available, expectations, interpreting data and share support tips for home connection. 	
	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. 	<ul style="list-style-type: none"> Curriculum Night to inform parents of the existing curriculum and sharing grade level expectations. Rock Star Reader "VIP" Night: demonstrate best literacy practices to parents of intensive students to assist w/closing the achievement gap. Parent Newsletter informing community of events & celebrations hosted by school. Café y Conversation Some grade levels have weekly newsletters to communicate w/families. 	
Bonding ----->			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
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. 	<ul style="list-style-type: none"> Parent Room and Mentor/tutor programs: great resource for involved parents to assist with strengthening their own skills and knowledge to better support the education for themselves and their children. Some grade levels are organizing Publishing Parties School Events committee: organizes many assemblies, performances, science fair, VIP Night, Balanced Literacy Night, Curriculum Night. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> Social Work Services: Voucher Program: voucher for uniforms and school supplies for homeless families. 	
	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. 	<ul style="list-style-type: none"> Banco Popular/Junior achievement Program College Tutor Program 	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> Some grades have students self assess and set academic goals Counselor Support for future planning goals 		
Enrichment & Extracurricular Engagement ----->			3	
<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. 	<ul style="list-style-type: none"> LSNA Partnership: provides support programs, enrichment programs and extra-curricular activities Extracurricular Engagements: Sophisticated Ladies, Science Club, Sports, Music Program, etc. Continue to engage staff in teambuilding activities on PD Days to help build a PLC 		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> 8th Grade instruction and assessments: EXPLORE 	
	College & Career Admissions and Affordability ----->			1
	<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. 	<ul style="list-style-type: none"> Provide various opportunities for students to practice and excel in studies/talents for future success. Partnership with People’s Music School Continue to have volunteers and professional musician visits, perform and practice with students involved in music programs. 	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> Transitional ELL classrooms in K-5 - identify language proficiency levels so support is concentrated & individualized in efforts to strengthen native language for a smooth transition into the English language. Provide World Language support in classrooms while classroom teachers provide intervention instruction to identified students. Continue Teambuilding Advisory Challenges to strengthen MS collaboration between teachers and students. 	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				2
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> • School Funding: discretionary funds are appropriately allocated to support initiatives in both academics and technology. Funds are used in response to specific needs to provide classroom teachers with the necessary resources to make the learning experience engaging and aligned to school expectations. • LSNA Partnership • After-school Programs: responsive to clearly identified deficits or targeted groups of students gathered by data results. 		
	Building a Team ----->				2
	<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. 	<ul style="list-style-type: none"> • Build solid grade level teams who work collaboratively, cohesively and effectively. * Administrative team conducted a few interview sessions of possible candidates including a demonstration lesson with students. 		
Use of Time ----->				2	

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
<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. 	<ul style="list-style-type: none"> • Grade level teams and MS scheduling has included all components of expected content and small group targeted instruction. • MS has an effective schedule of learning groups • Common Planning Time: weekly team meetings allow for collaboration and planning to align curriculum and content in each grade level classroom or MS content. • Struggling students receive Tier II interventions with college tutors or classroom teacher and Tier III students receive interventions by a certified teacher 	

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 Monroe Community promotes a respectful, responsible and safe environment where students prepare for a lifetime of success.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Establish an effective monitoring system to provide feedback on classroom practices, instruction and student learning ensuring that the aligned and intended curricula is taught with fidelity.	After analyzing the academic achievement report, it indicates that only 66.5% of our primary students are at benchmark on DIBELS/IDEL and 25.8% on mClass, that only 46.5% of intermediate students are making growth on Scantron in literacy and 55.1% in math, and only 45.3 % of our Middle School students are making accurate amount of growth in literacy and 50.3% in math. We will provide an enriched and accelerated curriculum which increases the amount and quality of learning by strengthening our core academic programs.
2	Design a systematic RTI Plan which incorporates a continuous and uniformed progress monitoring process understood and implemented by all teachers.	A systematic RTI Plan will ensure that students will receive individualized instruction to support their deficits in both academics and behavior at all Tiered levels.
3	Assess student knowledge both needed and acquired using various formative and summative performance-based assessment methods.	After analyzing the Scantron data, it indicates that only 27.0% of intermediate students are performing at or above grade level in literacy and 37.9% in mathematics, and only 32.2% of Middle School students are performing at or above grade level in literacy and 31.6% in math. These authentic performance-based assesment methods will provide us with consistent data that will assist with making sound decisions on how to identify and provide individualize instruction to maximize student achievement.
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
Establish an effective monitoring system to provide feedback on classroom practices, instruction and student learning ensuring that the aligned and intended curricula is taught with fidelity.	After analyzing the academic achievement report, it indicates that only 66.5% of our primary students are at benchmark on DIBELS/IDEL and 25.8% on mClass, that only 46.5% of intermediate students are making growth on Scantron in literacy and 55.1% in math, and only 45.3 % of our Middle School students are making accurate amount of growth in literacy and 50.3% in math. We will provide an enriched and accelerated curriculum which

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Grade level and administrative team will review existing curriculum maps, make adjustments, clearly define pacing for each member to follow, and align existing curriculum to CCSS.	Instruction	All	administration and teachers	Quarter 1			
Provide planning support in designing units of study at each grade level/discipline incorporating CCSS.	Instruction	All	administration and teachers	Summer 2012			
Strengthen instructional best practices aligned to school initiatives in every classroom for every student.	Instruction	All	administration and teachers	On-going			
Provide more support/coaching in small group/differentiated instruction.	Professional Development	All	instructional coach & committees	Quarter 1			
Continue to support grade level planning sessions throughout the year to ensure cohesiveness within the team aligned to identified school initiatives.	Instruction	All	Administration, teachers, & coach	On-going			
Provide more nonfiction leveled text in K-8 classrooms with an emphasis in Middle School content classrooms.	Instructional Materials	All	teachers, coach & administrative assistant	Summer 2012			
Begin ordering specific book collections for classroom libraries for unit-based instruction.	Instructional Materials	All	teachers, coach & administrative assistant	Summer 2012			
Continue magazine nonfiction subscriptions for classrooms and disciplines.	Instructional Materials	All	teachers, coach & administrative assistant	Summer 2012			
Continue subscription to Reading A-Z and add a Math/Science component.	Instructional Materials	All	teachers, coach & administrative assistant	Summer 2012			
Continue content committees which provide PD throughout the school year targeting areas of weakness and capitalize on teachers' strengths.	Professional Development	All	administration and teachers	On-going			
Each grade level will conduct a publishing party for each quarter.	Instruction	All	teachers	On-going			
Administration and content-committees will provide continuous support by conducting cognitive visits so that observations and feedback will assist with tailoring future PD topics	Professional Development	All	Administration, instructional coach, teachers and ESP	On-going			

Strategic Priority 1

Support classroom teachers with the implementation of PD topics and strategies shared on training days.	Instruction	All	Administration, instructional coach & teachers	On-going			
Provide additional support for classroom teachers to push students to the higher domains of Bloom's Taxonomy and taking them to a higher level of thinking.	Professional Development	All	Administration, teachers & coach	Quarter 1			
Provide focused PD on curricula for parent mentor, parent tutors, college tutors and ESP staff.	Professional Development	All	Administration, instructional coach, support staff & committee lead teachers	On-going			
Curriculum Nights to inform parents of the existing curricula and sharing grade level expectations	Parental Involvement	All	Administration, instructional coach, support staff & committee lead teachers	On-going			

Strategic Priority 2

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

Strategic Priority Description	Rationale
Design a systematic RTI Plan which incorporates a continuous and uniformed progress monitoring process understood and implemented by all teachers.	A systematic RTI Plan will ensure that students will receive individualized instruction to support their deficits in both academics and behavior at all Tiered levels.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Revisit and adjust the existing RTI Plan defining clearer parameters, adding a uniformed progress monitoring process in intend to raise the expectations aligned to more precise SMART goals.	Instruction	All	Administration & RTI Committee	Summer 2012			
Provide additional parent support for Tiered students so that they are aware of the process, their role, responsibilities and the school's academic and behavior expectations at each level.	Parental Involvement	Other student group	Administration & RTI Committee	Quarter 1			
Conduct Intervention Weeks throughout the school year targeting deficit areas and groups of students in efforts to close the achievement gap and possibly reducing the amount of students who may need summer school intervention.	Instruction	Other student group	Administration, RTI Committee & teacher	On-going			
Strengthen our intervention schedules so support sessions are more structured and consistent.	Instruction	Other student group	Administration, instructional coach/lead teacher & college tutors	Quarter 1			
Create a more structured systematic plan aligned to the identified Theory of Action. (Schedule, identified students TIP reports, progress monitoring of students schedule and any other tools to assist with targeting support). Possibilities...aims WEB & easyCBM	Instruction	All	Administration, instructional coach/lead teacher & college tutors	Summer 2012			
Provide coaching support for teachers with the execution and management of the progress monitoring process and procedures.	Professional Development	All	Administration, instructional coach & SPED support staff	On-going			
Provide intense training to all staff about how to appropriately match interventions in response to deficit areas.	Professional Development	All	Administration, instructional coach & SPED support staff	On-going			



Strategic Priority 2

Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.

Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.	Instruction	Other student group	Administration, interventionists, support staff & classroom teachers	On-going			

Strategic Priority 3

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

Strategic Priority Description	Rationale
Assess student knowledge both needed and acquired using various formative and summative performance-based assessment methods.	After analyzing the Scantron data, it indicates that only 27.0% of intermediate students are performing at or above grade level in literacy and 37.9% in mathematics, and only 32.2% of Middle School students are performing at or above grade level in literacy and 31.6% in math. These authentic performance-based assessment methods will provide us with consistent data that will assist with making sound decisions on how to

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to have teachers and students identify/create individualized learning plans and set personal goals.	Professional Development	All	Administration, teachers & students	On-going			
Provide PD support for teachers on various authentic assessments tools/methods to help drive instruction.	Professional Development	All	Administration, committee lead teachers & teachers	On-going			
Continue to have cognitive visits/peer observations (vertical/horizontal)/ and conduct conferences providing a professional feedback sheet with evidence and next steps.	Professional Development	All	Administration, committee lead teachers & teachers	On-going			
ILT needs to begin using data wall to identify trends, concerns, questions, etc to identify areas of weakness and design an instructional plan to target those areas of interest.	ILT/ Teacher Teams	All	Administration, committee lead teachers & teachers	On-going			
Teachers will work with team members and design and implement unit performance assessments aligned to core curriculum.	ILT/ Teacher Teams	All	Administration, committee lead teachers & teachers	On-going			
Teachers will conduct data sessions with team members to analyze both formative and summative assessments and make informed decisions to strengthen small group instruction.	ILT/ Teacher Teams	All	Administration, committee lead teachers & teachers	On-going			
Lead teacher/s will support classroom teachers by modeling best practices targeting individual groups of concern or interest.	ILT/ Teacher Teams	All	Administration, committee lead teachers & teachers	On-going			
Principal provides clear information for families on school performance and accurately explain information so that families understand its relevance to their children as well as the plan for improvement.	Parental Involvement	All	Administration	On-going			

Strategic Priority 3

Data Analysis Parent Meetings discussing data results & assessments used to monitor student progress with either all parents, targeted group of students, etc. (tailor support and resources).	Parental Involvement	All	Administration & staff	On-going			
Each student at each grade level have academic goal setting sessions the first week of each semester.	Other	All	Administration, teachers and students	On-going			
Classroom teachers will continuously share various assessment methods on future PD days.	Professional Development	All	Classroom teachers	On-going			



Strategic Priority 4

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

Strategic Priority Description	Rationale

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