



2012-2014 Continuous Improvement Work Plan

Inter-American Elementary Magnet School

Ravenswood-Ridge Elementary Network

851 W Waveland Ave Chicago, IL 60613

ISBE ID: 150162990252358

School ID: 610078

Oracle ID: 29191



Mission Statement

Inter-American Magnet School promotes academic excellence and multiculturalism through a dual language education and the school's unique Curriculum of the Americas. In a nurturing, challenging and collaborative community environment, all students affirm the value of their own cultures, acquire an understanding and appreciation for other cultures, acquire an understanding and appreciation of other cultures, and demonstrate social consciousness in a changing world.

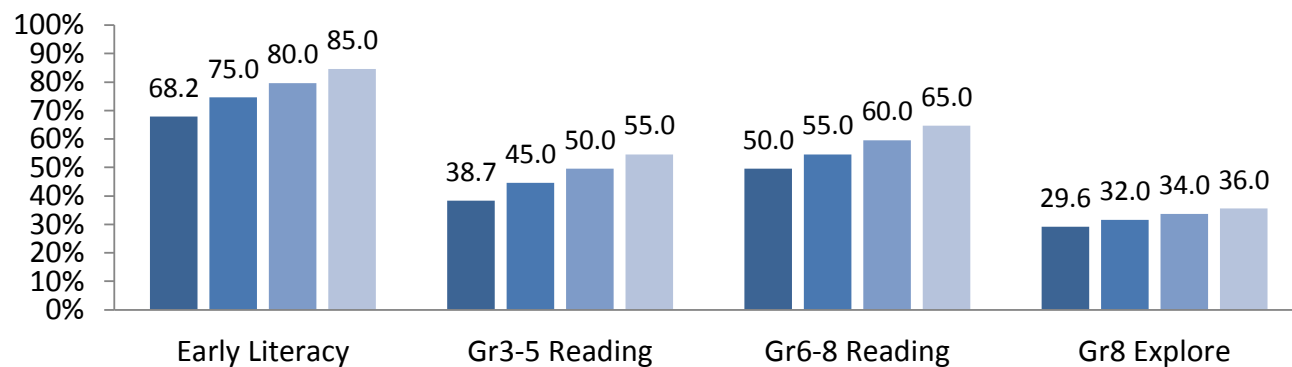
Strategic Priorities

1. Dual Language Components: Continue to plan, implement, evaluate and document our dual language model and effective implementation of these components in curriculum design, instruction and evaluation of student achievement.
2. Curriculum Development and Unit Integration: Continue to plan, implement and evaluate our thematic-based units that are aligned with the common core curriculum, the Curriculum of the Americas and our literacy model.
3. Differentiation: Continue to plan, implement and evaluate best practices and structures for differentiation in core instruction, extra instruction and intervention.
4. School Climate and Culture: Continue to plan, implement and evaluate positive school culture and wellness initiatives.

School Performance Goals

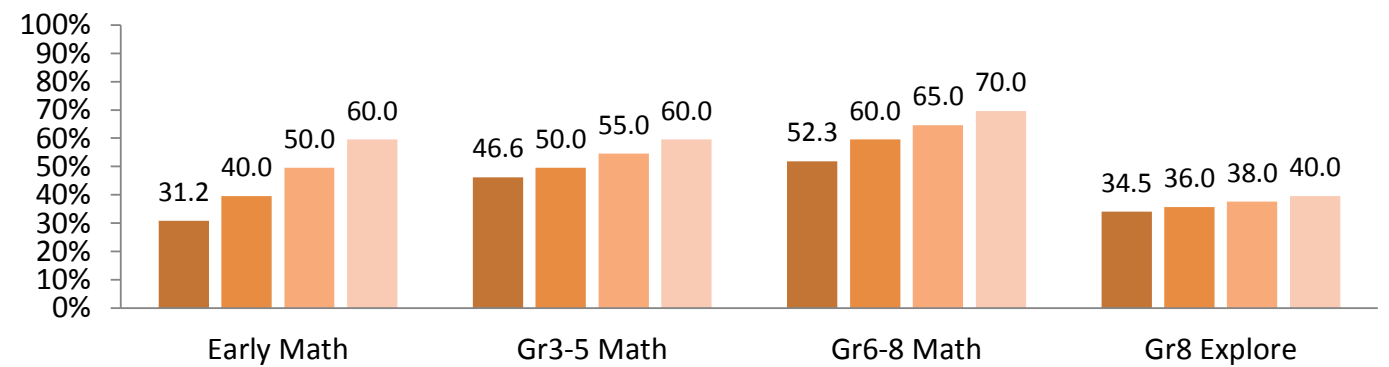
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Inter-American Elementary Magnet 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
Vernita M. Vallez	Principal
Elizabeth Gallo	Assistant Principal
Amber Villarreal	Special Education Faculty
Awilda Lopez-Yolich	Classroom Teacher
Adriana Dorado	Classroom Teacher
Jose Sanchez	Classroom Teacher
Elizabeth Chahine	Classroom Teacher
Alex Mendez	Classroom Teacher
Marisol Morales	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	68.2	75.0	80.0	85.0		Early Math % of students at Benchmark on mClass	31.2	40.0	50.0	60.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	38.7	45.0	50.0	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	46.6	50.0	55.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.3	55.0	60.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.5	55.0	60.0	65.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	50.0	55.0	60.0	65.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	52.3	60.0	65.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.1	55.0	60.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	54.8	60.0	65.0	70.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	29.6	32.0	34.0	36.0		Explore - Math % of students at college readiness benchmark	34.5	36.0	38.0	40.0



Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.2	97.0	98.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	3.0	2.5	2.2	2.0

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	78.2	92.5	92.5	100.0		ISAT - Reading % of students exceeding state standards	21.3	25.0	30.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	88.7	92.5	92.5	100.0		ISAT - Mathematics % of students exceeding state standards	27.6	30.0	35.0	40.0
ISAT - Science % of students meeting or exceeding state standards	78.9	80.0	85.0	90.0		ISAT - Science % of students exceeding state standards	13.3	20.0	25.0	30.0

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. 	<p>Evidence: Data Circles, RTI, Developing Language Instruction, Grade level meetings for collaboration around instruction, Common prep – 5 days/week, Middle school grouping of students based on student ability/needs – acceleration, remediation – goals focus, Sitton spelling program – vocabulary and spelling strategies gr. 1-4, School schedule that incorporates the arts, Parent engagement – wellness, recess, resources, Parent workshops – computer, Esperanza, math, homework help;</p> <p>Next steps: PD for RTI, Evaluate groupings for Middle School – more flexible, Teacher input for groups based on teacher evaluation and data, Guide for parents on middle school model</p>	
	Principal Leadership ----->			4
	<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>Evidence: Principal forum, PD plan for the year, Common Core Writing Learning Targets, Literacy philosophy is clear , Professional books for teachers to use, Literacy model was collectively agreed on, Outside resources – Esperanza, Common language about teaching, Support for arts training and bringing resources, Information on PD's, 2-year curriculum for social studies and science for middle school, Project-based specials for 7/8 aligned with curriculum-social studies, Yellow communication folder, Agendas – Calendar, Home communication from teachers and main office, Clarity on student learning goals – Syllabus, Posted on website – parent info., Value added growth was communicated to staff and parents, Administration present in the classroom, Post-observation meetings and ongoing dialogue for instructional improvement, Unscheduled observations work to capture authentic instruction and promote the importance of always being prepared, Principal knows students and their history to contribute to instructional planning. Principal letters to community</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>Evidence: Teacher led PD, Peer Coaching, Grade level collaboration, Committees, Professional book study for new teachers, New teachers attend district training, Student teachers, PPLC, Boundless Readers, National Board Teachers, Data Circles, Teachers who are taking university courses and workshops, Sports program, Playworks integrated into the classroom, Middle school restructuring is providing collective dialogue about students, content area planning, share materials; Union representative, Awards – Ones to Watch, Sara Jaffarian Award; Grants – Oppenheimer, Intuit, CFE; Family Nights; Curriculum of the Americas, Regrouping of students, Middle school model for re-designing each subject area based on student needs</p> <p>Next step: Teachers presenting at conferences or network, Enhancing COA, Develop a format for COA, Identify the gaps in the COA, Develop COA for 6-8, Develop a portfolio for showcasing the work/learning in COA, Identify portfolio software/ system / rubrics for self-evaluation and storage – Pride, Revision and Growth, Identify key vocabulary/developing language for COA, Student led conferences with portfolios, Common assessments for literacy,</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			
<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>Evidence found in: PPLC, Committees, Grade level collaboration, PD planned the previous year for current year, Parent leaders meeting</p> <p>Next step: Explore how ILT structure can be applied to our current structures, Explore collaborative decision-making process, Improve PPLC communication with staff, Continue to evaluate Family Liaison position, Grant writer</p>	<p>3</p>
<p>Monitoring and adjusting -----></p>			
<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>Evidence: Teacher evaluation process, Data analysis: Scantron, ISAT, Dibels/Idel, Mclass; Cycle pre/post assessments at classroom levels, RTI process, Esperanza training, Developing language rubrics, Incoming student evaluation for enrollment, RTI binders, Regrouping charts</p> <p>Next steps: Continue to identify tools for progress monitoring and intervention; Systematic administration of tools (DRA/EDL) for baseline and growth, Common rubrics for writing, Evaluating language, decoding, comprehension for all students in RTI, Develop</p>	<p>3</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>Evidence: Dual language program based on best practices, Unit plans, Syllabus, Lesson plan format, Common Core Writing Learning Targets, Devel. Language, Workshop training for 4th grade teachers, Improvements in special education goals and service delivery – inclusionary model, Met ISBE requirements, Strategy-based literacy model – strategies articulated across grade level, All teachers trained in the Human Life/ Human Sexuality curriculum, Family Nights, Teachers participating in trainings – prairie spaces</p> <p>Next steps: Common Core Reading and Math Learning targets, Leveling classroom libraries, Building consistency in classroom libraries, Support and training for workshop model, Map out writing workshop instruction, Evaluate science instruction across grade levels, Explicit instruction about scientific method, lab reports, nature journals; Content area writing, Apply Human Life/ Human Sexuality curriculum to instructional plan, Continue to develop</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Evidence: More text for students to read in content area, Connected Math and Everyday Math, FOSS/CMSI, Library that represents the integrity of language, Teachers creating/finding resources to teach the units that represent the perspective/level of language for students, HWOT, Sitton Spelling, Esperanza, TouchPhonics</p> <p>Next steps: More levels of text for students to read across content area in each language, Middle school resources for Language Arts in Spanish, Identify resources for teaching skills in math (gr. 6-8),</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>Evidence: Pre/Post assessment, Developmental grading K-5, Wida, Companion report cards in some grade levels, Next steps: Consistency in development and implementation of companion report cards K-5, Specials grading categories / rubrics for grading, Review / Modify categories for report cards, Develop best practices for mastery grading across all grade levels, Get district to support the Impact program for our dual language program, IEPs need to be carried out throughout specials</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>Evidence: Data Circles, RTI, Developing Language Instruction, Grade level meetings for collaboration around instruction, Common prep – 5 days/week, Middle school grouping of students based on student ability/needs – acceleration, remediation – goals focus, Sitton spelling program – vocabulary and spelling strategies gr. 1-4, School schedule that incorporates the arts, Parent engagement – wellness, recess, resources, Parent workshops – computer, Esperanza, math, homework help</p> <p>Next steps: Articulating the writing workshop model across grade levels K-2, 3-5, 6-8 to identify the direct instruction of skills and support and then gradual release of skills, Learning focus identified for each lesson – language focus, content focus, Teachers presenting at conferences or network, Enhancing COA, Develop a format for COA, Identify the gaps in the COA, Develop COA for 6-8, Accessing outside resources for COA support, Develop a portfolio for showcasing the work/learning in COA, Identify portfolio</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<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>Evidence found in: Teacher evaluation process, Data analysis: Scantron, ISAT, Dibels/Idel, Mclass; Cycle pre/post assessments at classroom levels, RTI process, Esperanza training, Developing language rubrics, Incoming student evaluation for enrollment, RTI binders, Regrouping charts</p> <p>Next steps: Continue to develop Tier III service options, Hire a reading specialist, Identify computer programs for skill building support, Develop a list of foundational skills that are used for RTI planning, Continue to identify tools for progress monitoring and intervention; Systematic administration of tools (DRA/EDL) for baseline and growth, Common rubrics for writing, Evaluating language, decoding, comprehension for all students in RTI, Develop a tracking document for students' literacy and language growth (gr. K-3), Develop assessment routines and tools that work for our school's dual language model, Collaboration time with intervention and resource teachers, Reflect on school-wide philosophy for inclusion and intervention scheduling and services</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>Evidence: Teacher led PD, Peer Coaching, Grade level collaboration, Committees, Professional book study for new teachers, New teachers attend district training, Student teachers, PPLC, Boundless Readers, National Board Teachers, Data Circles, Teachers who are taking university courses and workshops, Sports program, Playworks integrated into the classroom,</p> <p>Next step: Teachers presenting at conferences or network, Enhancing COA, Develop a format for COA, Identify the gaps in the COA, Develop COA for 6-8, Develop a portfolio for showcasing the work/learning in COA, Identify portfolio software/ system / rubrics for self-evaluation and storage – Pride, Revision and Growth, Identify key vocabulary/developing language for COA, Student led conferences with portfolios, Common assessments for literacy, math, content; Continue to revisit Essential Questions/ Big Ideas as defining instruction and assessment</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Evidence found in: (See category: Whole staff PD), Data Circles</p> <p>Next Steps: More cooperation and regular communication with specialists, Continue to improve co-teaching model</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>Evidence found in: (See category: Whole staff PD)</p> <p>Next steps: Continue peer coaching and/or peer observation model (developing language, science)</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 	<p>Evidence: Students go to high achieving high schools that have college going culture, High school fair for 7/8 grade, Student voice and leadership in Playworks, Peace Place, One Book, One School and student driven acts of comfort/compassion that evolved out of the theme of the book, Los Socios, High expectations for students in all grade levels, We are Community unit in grades pk-1</p> <p>Next steps: Improve amount of time to prepare 6-8 graders for searching for colleges, not just high schools, Continue to develop best practices for advisor/advisee time – homeroom, Explore career opportunities fair, More service learning components built into the curriculum to fully realize the social action component of multicultural education, Build in career goals/imagination work to all grade levels (Los Socios curriculum, Advisor/Advisee time), Train parents in how to support this career goals/imagination work, PD for teachers on service learning (Marisol)</p>	
	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. 	<p>Evidence: Middle school homeroom class with 2-year looping in 7/8, Bus Coaches, Playworks, Los Socios</p> <p>Next steps: Exploring student leadership structures, Student forum, Develop structure for collective decision making, inclusion and student voice for middle school students (student facilitated, rotated roles), Provide opportunities for primary teachers to serve as mentors to middle school students, Continue to evaluate how to make bus coaches a sustainable model for improving behavior and building an ownership for our buses in our community, Quarterly meetings where students (gr. 6-8) can share ideas, talk and have a structure to evaluate and implement new ideas, Explore how Peace Place and Peace Circles can be implemented at middle school level, Continue to explore options for decompressed day for smooth transitions, Continue to develop ability for students with disabilities to advocate for what they’re really good at and what they’re working on, Check-in and check-out mentor roles for some students, Explore and develop curriculum/expectations for homeroom</p>	
Behavior & Safety ----->			3	
	<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>Evidence found in: Community rights/responsibilities develop a common vocabulary for how we talk about positive school culture, Front office is welcoming and knowledgeable about our students and families, Volunteer packets have helped to structure the volunteer process,</p> <p>Next steps: Develop and articulate a school-wide plan that provides more guidelines for developing a positive culture that identifies alternatives to behavior consequences without taking recess away, Explore restorative justice models (Peace Circles) for middle school, Continue to develop ESP’s skills in re-directing behavior, giving natural consequences and reporting behavior when warranted, Document classroom</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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>Evidence found in: Forums are important but poorly attended, Syllabi is a great improvement</p> <p>Next steps: Continue principal forum, Involve teachers in inviting parents to forums, Schedule forum before Cubs season, Explore telecasting, Limit meeting times, Work with parents to better utilize the syllabi and keep it current</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>Evidence: Yellow communication folders, Agenda, Syllabi, Companion report card, Report card pick-up conferences, Phone calls and e-mails home from teachers and administration,</p> <p>Next steps: Continue to explore using website for posting classroom updates</p>	
	Bonding ----->			4
	<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>Evidence found in: (See Category: Relationships) Open House, Back to School</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
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. 	Evidence: DePaul students working in classroom, Afterschool program, Family nights, Referrals to community agencies and programs through counselor – DCFS data base, DCFS follow up, Students living in transition program	
	College & Career Exploration and election ----->			3
	<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. 	Next Steps: Target IAMS alumni to speak with students	
	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. 	<p>Evidence found in: After school program, sports, Playworks, Five specials, COA arts and performances</p> <p>Next steps: Continue to explore cultural programs that work for our school given the limitations for students who are bussed and already very involved in the larger community activities, Explore Digital Youth Network curriculum for middle school technology project, Summer program</p>	
	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. 	<p>Evidence found in: After school program, sports, Playworks, Five specials, COA arts and performances</p> <p>Next steps: Continue to explore cultural programs that work for our school given the limitations for students who are bussed and already very involved in the larger</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	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. 	See Academic Planning	
	College & Career Admissions and Affordability ----->			2
	<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. 	See Academic Planning	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Evidence found in: Pre-K conducts kindergarten transition meeting with parents,</p> <p>Next steps: Orientation for 5th grade parents getting ready for middle school, Develop routine for students to meet grade level teachers for the following school year at the end of the school year</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			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>Evidence found in: Fund 2.5 positions for specials, continue to prioritize small classroom size through use of 225 funds and parking lot funds, Rochelle Lee Boundless Readers</p> <p>Next Steps: Technology needs for classrooms/instruction, Math resources for supplementing math skills program and Resources for COA, Spanish LA (6-8),</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. 	See Use of Discretionary Resources	
Use of Time ----->			4	
	<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. 	See Teacher Leadership and Intervention	

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

Inter-American Magnet School promotes academic excellence and multiculturalism through a dual language education and the school's unique Curriculum of the Americas. In a nurturing, challenging and collaborative community environment, all students affirm the value of their own cultures, acquire an understanding and appreciation for other cultures, acquire an understanding and appreciation of other cultures, and demonstrate social consciousness in a changing world.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Dual Language Components: Continue to plan, implement, evaluate and document our dual language model and effective implementation of these components in curriculum design, instruction and evaluation of student achievement.	Quality dual language education requires ongoing program improvement and professional development, curriculum development and evaluation of program results.
2	Curriculum Development and Unit Integration: Continue to plan, implement and evaluate our thematic-based units that are aligned with the common core curriculum, the Curriculum of the Americas and our literacy model.	Quality dual language education is dependent on the integration of content areas to develop conceptual and language skills that are developed and transferred across the content areas and languages. Our curriculum development work now needs to be aligned to common core and re-evaluated based on full school day.
3	Differentiation: Continue to plan, implement and evaluate best practices and structures for differentiation in core instruction, extra instruction and intervention.	In our ongoing work to develop our RTI (Response to Intervention) model, we are working to develop a RTI model that supports the academic success of all students in our dual language program.
4	School Climate and Culture: Continue to plan, implement and evaluate positive school culture and wellness initiatives.	We need to continue to develop our school culture and wellness initiatives in order to continually work toward an inclusive, healthy and positive culture.
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
Dual Language Components: Continue to plan, implement, evaluate and document our dual language model and effective implementation of these components in curriculum design, instruction and evaluation of student achievement.	Quality dual language education requires ongoing program improvement and professional development, curriculum development and evaluation of program results.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop science and social studies assessments (K-for each quarterly unit that apply the language acquisition levels from the developing language rubrics.	Instruction	All	Principal, Teacher Leaders	Quarter 1	Quarter 4		
Identify key vocabulary for developing language for each quarter.	Instruction	All	Principal, Teacher Leaders	Quarter 1	Quarter 4		
Develop a companion report card for PK - 5th grade to report developmental growth on early literacy skills in both Spanish and English.	Instruction	All	Principal, Teacher Leaders	Quarter 1	Quarter 4		
Plan and implement a dual language institute for new teachers.	Professional Development	All	Principal, Teacher Leaders	Summer 2012	Summer 2013		
Document best practices for dual language components at Inter-American through teachers identifying their own practices for each component and then documenting these practices through video and narrative form.	Professional Development	All	Principal, Teacher Leaders	Quarter 1	Quarter 4		
Identify and develop relationships with university research partners to evaluate our dual language model.	Instruction	All	Principal, Teacher Leaders	Summer 2012	Summer 2013		
Develop and implement a peer coaching/mentoring program to pair teachers up to build capacity to implement the dual language components.	Instruction	All	Principal, Teacher Leaders	Quarter 1	Quarter 4		
Develop and implement an orientation for parents that is geared toward understanding the dual language model and how parents can support their child.	Parental Involvement	All	Principal, Teacher Leaders	Quarter 1	Quarter 1		



Strategic Priority 1

Align math curriculum to common core standards and purchase materials to implement these decisions for middle school (year 1) and grades k-5 (year 2).	Instruction	All	Principal, Teacher Leaders	Summer 2012	Quarter 1		
Implement science journals school-wide	Instruction	All	Principal, Teacher Leaders	Quarter 1	Quarter 4		
Develop a plan for integrating data analysis and problem-solving in quarterly math/science lessons across all grade levels.	Instruction	All	Principal, Teacher Leaders	Quarter 1	Quarter 4		

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
Curriculum Development and Unit Integration: Continue to plan, implement and evaluate our thematic-based units that are aligned with the common core curriculum, the Curriculum of the Americas and our literacy model.	Quality dual language education is dependent on the integration of content areas to develop conceptual and language skills that are developed and transferred across the content areas and languages. Our curriculum development work now needs to be aligned to common core and re-evaluated based on full school day.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Articulate the writing workshop curriculum across grade levels to define the instruction and development and mastery of writing skills and traits.	Instruction	All	Principal/ Teacher Leaders	Summer 2012	Summer 2013		
Define consistent expectations for classroom libraries and use these expectations to evaluate each others' classroom libraries so that all classroom libraries meet our school-defined expectations	Instructional Materials	All	Principal/ Teacher Leaders	Summer 2012	Summer 2013		
Develop a common format to document our Curriculum of the Americas/Science units and create a master document of integrated units, essential questions, big ideas, learning targets, resources and assessments.	Instruction	All	Principal/ Teacher Leaders	Summer 2012	Summer 2013		
Develop a master document for opportunities to integrate specials with Curriculum of the Americas.	Instruction	All	Principal/ Teacher Leaders	Year 2	Year 2		
Evaluate the content of Curriculum of the Americas using the state standards, common core, vertical alignment.	Instruction	All	Principal/ Teacher Leaders	Year 2	Year 2		
Align math curriculum to common core standards and purchase materials to implement these decisions for middle school.	Instruction	All	Principal/ Teacher Leaders	Summer 2012	Quarter 4		
Identify and implement common writing rubrics across all content areas	Instruction	All	Principal/ Teacher Leaders	Summer 2012	On-going		
Create a list of science topics to support independent reading at home to spiral science concepts/vocabulary.	Parental Involvement	All	Principal/ Teacher Leaders	Summer 2013	Summer 2013		
Identify and purchase science text to support reading across the content area and to build classroom libraries.	Instructional Materials	All	Principal/ Teacher Leaders	Quarter 1	Year 2		



Strategic Priority 2

Develop a school-wide curriculum for literacy of, access to, technology for pk - 8th grade.	Instruction	All	Principal/ Teacher Leaders	Quarter 1	Year 2		
Purchase technology resources and monitor each grade level's articulated plans for integrating technology into their classroom instruction.	Instructional Materials	All	Principal/ Teacher Leaders	On-going	On-going		
Develop a companion report card for students in grades pk-5 to inform parent and student about a child's literacy progress in both Spanish and English.	Instruction	All	Principal/ Teacher Leaders	Quarter 1	Quarter 4		
Monitor Curriculum of the Americas units of study to reflect an analysis of the past and present.	Instruction	All	Principal/ Teacher Leaders	Quarter 1	Quarter 4		
Continue to develop and evaluate project-based specials for middle school students to enhance the integration of specials with content and to provide higher levels of sophistication with technology resources and products.	Instruction	All	Principal/ Teacher Leaders	Quarter 1	Quarter 4		

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
Differentiation: Continue to plan, implement and evaluate best practices and structures for differentiation in core instruction, extra instruction and intervention.	In our ongoing work to develop our RTI (Response to Intervention) model, we are working to develop a RTI model that supports the academic success of all students in our dual language program.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a list of foundational skills for each grade level for reading and math to guide RTI process.	Instruction	All	Principal / Teacher Leaders	Summer 2012	Summer 2013		
Develop a tracking document for students' literacy and language growth in grades k-3.	Instruction	All	Principal / Teacher Leaders	Summer 2012	Summer 2013		
Continue to evaluate and make a list of our proven tools for progress monitoring and intervention that work for our dual language model of intervention.	Instruction	All	Principal / Teacher Leaders	Summer 2012	Summer 2013		
Create a master schedule for assessing reading and writing for all students in Tier I and Tier II.	Instruction	All	Principal / Teacher Leaders	Summer 2012	Summer 2012		
Implement the planning document and monitor intervention instruction and preparation for Data Circles (RTI structure to review interventions and progress monitoring plans).	Instruction	All	Principal / Teacher Leaders	Quarter 1	On-going		
Identify strategies and programs for meeting the students' needs who are excelling in the classroom.	Instruction	All	Principal / Teacher Leaders	Year 2	Year 2		
Continue to monitor the implementation of strategy based literacy instruction and reading/writing workshop model through lesson plan reviews, teacher observations, peer coaching and PD.	Instruction	All	Principal / Teacher Leaders	On-going	On-going		
Explore methods and approve a plan for a portfolio process for documenting students' learning in target/developing language.	Instruction	All	Principal / Teacher Leaders	Year 2	Year 2		
Special education teachers meet with each student with an IEP to teach student how to understand his/her disability and advocate for his/her learning needs in grades 6-8.	Instruction	Students With Disabilities	Special educators/ Caseworker	Quarter 1	Quarter 3		



Strategic Priority 3

Annual reviews of select IEPs to analyze student goals to assure that they are specific and measureable.	Instruction	Students With Disabilities	Special educators/ Caseworker	Quarter 1	Quarter 4		



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
School Climate and Culture: Continue to plan, implement and evaluate positive school culture and wellness initiatives.	We need to continue to develop our school culture and wellness initiatives in order to continually work toward an inclusive, healthy and positive culture.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue work group with parents and teachers for planning improvements in our outdoor space for learning and play.	Parental Involvement	All	Principal/Teacher Leaders	Summer 2012	Year 2		
Continue to fund adequate recess supervision and support.	Staffing	All	Principal/Teacher Leaders	On-going	On-going		
Explore restorative justice models.	Professional Development	All	Principal/Teacher Leaders	Year 2	Year 2		
Explore and develop our middle school advisory model.	Professional Development	All	Principal/Teacher Leaders	Summer 2012	Summer 2013		
Explore and implement a student leadership structure for middle school students (quarterly dialogue).	Professional Development	All	Principal/Teacher Leaders	Summer 2012	On-going		
Plan and implement a career day / activity that is supported by classroom instructional units.	Instruction	All	Principal/Teacher Leaders	Summer 2012	Year 2		
Identify and implement professional development for integrating service learning into the curriculum.	Instruction	All	Principal/Teacher Leaders	Summer 2013	Year 2		
Reflect on and design alternative time/space for behavior reflection and consequences outside of recess time to support our positive and inclusive school culture.	Instruction	All	Principal/Teacher Leaders	Quarter 1	On-going		
Reflect on, inquire and articulate a leadership structure and calendar for teachers for support, mentoring, PD, collaborative decision making and monitoring activities on school improvement plan.	Professional Development	All	Principal/Teacher Leaders	Quarter 1	On-going		
Reflect on and design an improved plan for "Socios" so that students in older grades continue to have peer mentoring/tutoring opportunities with younger students.	Instruction	All	Principal/Teacher Leaders	Quarter 1	On-going		



Strategic Priority 4

Plan year-long themes for building school-wide community (ie: One Book/One School)	Instruction	All	Principal/Teacher Leaders	Quarter 1	Quarter 4		

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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