CIWP

2012-2014 Continuous Improvement Work Plan

Jane A Neil Elementary School

Skyway Elementary Network

8555 S Michigan Ave Chicago, IL 60619

ISBE ID: 150162990252369

School ID: 610093

Oracle ID: 24651
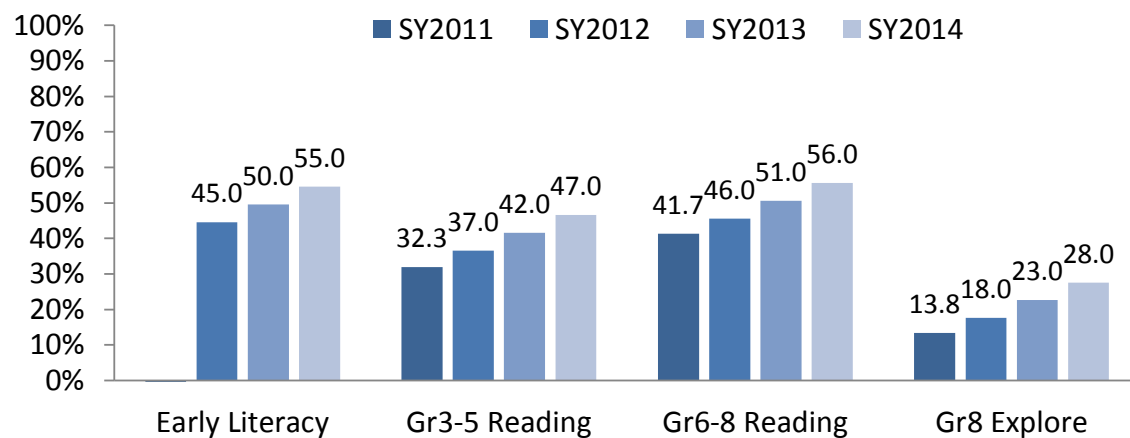
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Mission Statement

Jane A. Neil Elementary School is dedicated to providing a respectful, nurturing and supportive environment that fosters the intellectual, social, physical and emotional development of all students enabling them to achieve their highest potential. Teachers, family and community members will work collaboratively to engage all students in individualized and challenging learning experiences in preparation for college, careers and/or life skills for success in the global society.
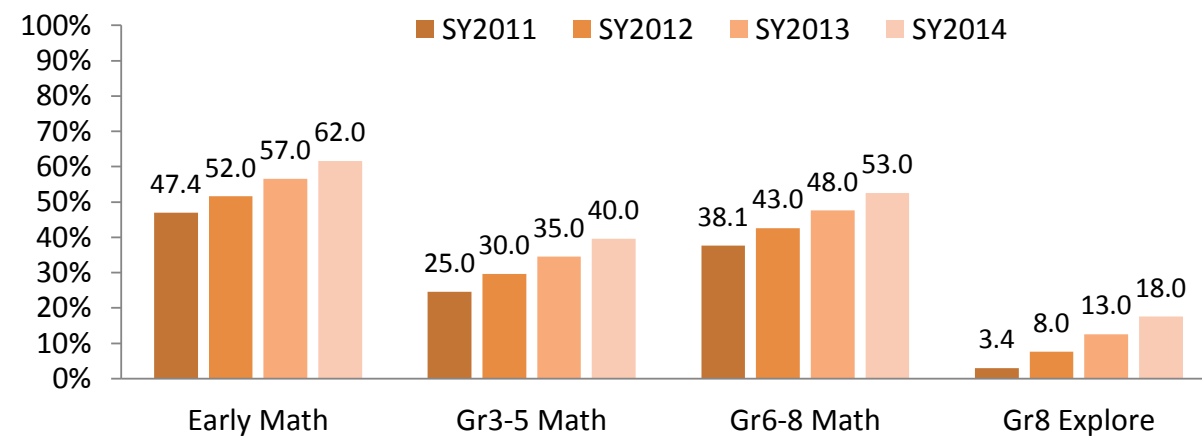
Strategic Priorities

1. Time to Teach - Provide time for interventions to students needing support based on beginning of the year screeners and formative assessments throughout the year in Reading and Mathematics. Time will be alloted daily for all students to engage in literacy, science, social science and mathematics teaching and learning

2. What to Teach - Teachers will deliver balanced literacy instruction and units of study integrating Reading, Writing, Science, Social Science and Mathematics aligned to the Common Core State Standards using age-appropriate resources including complex literature, informational texts, technology, and the arts.

3. How to Teach - Teachers will effectively use best practices and be members of the professional learning community to provide differentiated and rigorous instruction for all students for mastery of the Common Core State standards in literacy and Mathematics.

4. College and Career Readiness Supports- Administrators and staff will establish community based partnerships and services to engage students in learning experiences for college preparation, career readiness and/or life skills.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	45.0	50.0	55.0	
Gr3-5 Reading	32.3	37.0	42.0	47.0
Gr6-8 Reading	41.7	46.0	51.0	56.0
Gr8 Explore	13.8	18.0	23.0	28.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	47.4	52.0	57.0	62.0
Gr3-5 Math	25.0	30.0	35.0	40.0
Gr6-8 Math	38.1	43.0	48.0	53.0
Gr8 Explore	3.4	8.0	13.0	18.0

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:	Jane A Neil 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
Helen M. Wells	Principal
Deborah Knox	Assistant Principal
Martashanika Martin	Lead/ Resource Teacher
Valerie Hardy	Classroom Teacher
Michael Pitts	LSC Member
Robyn Buick	LSC Member
Henry McMorris	Classroom Teacher
Heather Vezina	Special Education Faculty
Kelly McCann	Classroom Teacher
Grethel A. Hogg	Lead/ Resource Teacher
Matthew Dimos	Classroom Teacher
Carlepha Whigham	Classroom Teacher

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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	NDA	45.0	50.0	55.0	**Early Math** % of students at Benchmark on mClass	47.4	52.0	57.0	62.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	32.3	37.0	42.0	47.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	25.0	30.0	35.0	40.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.7	56.0	61.0	66.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	60.4	65.0	70.0	75.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	41.7	46.0	51.0	56.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	38.1	43.0	48.0	53.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	69.9	75.0	80.0	85.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	62.7	68.0	73.0	78.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	13.8	18.0	23.0	28.0	**Explore - Math** % of students at college readiness benchmark	3.4	8.0	13.0	18.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	88.9	92.0	93.0	94.0	Misconducts Rate of Misconducts (any) per 100	5.0	1.0	1.0	1.0

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	71.7	76.0	81.0	86.0	ISAT - Reading % of students exceeding state standards	7.1	12.0	17.0	22.0
ISAT - Mathematics % of students meeting or exceeding state standards	73.4	78.0	83.0	88.0	ISAT - Mathematics % of students exceeding state standards	11.4	16.0	21.0	26.0
ISAT - Science % of students meeting or exceeding state standards	69.5	74.0	79.0	84.0	ISAT - Science % of students exceeding state standards	1.7	5.0	10.0	15.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	**Goals and theory of action** -->			**2**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Goals for student achievement are established based on district goals/priorities, ISAT data from previous year, and data results from beginning of the year screeners/formative assessments.	
	Principal Leadership -->			**2**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal and staff provides basic information and engagement through monthly calendars, newsletters, quarterly syllabi, automated phone calls, flyers, emails and invitations. Students receive incentives for returning parent responses.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**2**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	ILT members represent special education, related services and general education staff and/or students. They attend various workshops and PD. They are members of different committees such as CIWP, RtI team, Data team, Grade level Team leads, LSC, Curriculum Planning Team, as well as present PD.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILTconsists of individuals representing all grade bands, special education, speech and therapy.	
Monitoring and adjusting	--->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	the Reading Specialist records, analyzes and shares F&P data with individual classroom teachers. Scantron, Mclass Math and ISEL data is available to teachers online. The Instructional Coordinator shares the data with the principal and individual classroom teachers.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	During the summer pacing charts were prepared by teacher leaders for Literacy, Mathematics, Science and Social Science. Indivdual teachers set their pacing at times.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	For literacy, teachers use F & P leveled readers for varying instructional levels of students to differentiate instruction. They engage students in work station activities. During word work, teachers use the WTW program for differentiation. During reading and mathematics, students have access to practice skills using online subscriptions (RAZ Kids, IXL) for differentiation.	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Assessment data for Scantron, ISEL, Mclass math are available online for teachers to access using their login information. The reading specialist keeps track of F & P data for each benchmark and charts students' results from one assessment to the other. Assessment information may be shared with individual teachers in one-to-one conferences and/or grade level teams. Accommodations are provided for students as needed.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers use pacing guides and instructional materials for sequencing of lessons. Instruction is delivered whole group and also occurs in work stations with small groups of students.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		2
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Classroom teachers partner with other teachers to support students who need interventions and/or enrichment. Walking reading takes place between classes based on the needs of the students.	
Whole staff professional development	-->		2
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Whole staff PD is planned on PD and SD days based on balanced literacy, mathematics, and science. Professional development also focuses on district wide initiatives.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	General and special education teachers meet weekly to focus on designated content areas, planning, analyzing data and sharing research based strategies.	
	Instructional coaching	-->		**1**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Support for new teachers is provided by the district. School wide professional development is planned and based on school and district goals for all teachers.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	The primary focus for students is to enter a selective enrollment high school as a next step to college preparation.	
	Relationships	-->		**2**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	School wide there is dialogue with students, staff and parents. General and special education teachers plan LRE activities and focus on the students' strengths.	
	Behavior& Safety	-->		**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	PBIS was implemented to establish norms and consistency school wide. Teachers implement specific expectations within their individual classrooms.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement				
	Expectations	-->		**2**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Teaches send home quarterly syllabi, monhly newsletters and make phone calls. Parents are invited and encouraged to schedule conferences with teachers, principal and staff members.	
	Ongoing communication	-->		**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers and principals send home monthly Newsletters and quarterly syllabi. Automated phone calls and emails are sent to parents to share information about upcoming events, important dates and activities school and district wide.	
	Bonding	-->		**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Many opportunities to parents for participation and attendance in school wide activities and performances. Invitations, monthly calendars, flyers, emails and automated phone calls are sent home to parents to inform them about upcoming events and/or activities.	

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**3**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Students receive support and services primarily during the school day. After school and home visits occur for teachers who are paid to do so for sped students.	
	College & Career Exploration and election	-->		**1**
	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Students in middle school receive information about preparing for and attending high school. Interest inventories have been administered to assist students with identifying their strengths and preferences.	
	Academic Planning	-->		**1**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Eighth grade students take the Explore assessment. Students complete an Interest Survey to identify students' interests and/or learning styles.	
	Enrichment & Extracurricular Engagement	-->		**2**
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Extracurricular activities engage general and special education students in sports and/or extracurricula activities. Som programs are sponsored by community partnerships with NIKE and Chicago State University.	

Left vertical label: 6: College and Career Readiness Supports

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments* -->			**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Annually eighth grade students take the Explore assessment.	
	College & Career Admissions and Affordability -->			
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not applicable.	
	Transitions -->			**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Students in benchmark grades receive information throughout the year about the requirements and expectations for promotion. The counselor and social worker works with eighth grade students to prepare them for transition to high school placement. A high school fair is held annually for middle school 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**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Discretionary funds are used for student resources and alingned to needs and priorities. Funds are also used for positions due to budget cuts.	
	Building a Team	-->		**1**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Prospective and new staff members are interviewed by a team of staff members.	
	Use of Time	-->		**2**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Time is allocated for dedicated reading and mathematics periods. Preparation periods at grade bands are the same times to foster teacher collaboratioon and common planning.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Jane A. Neil Elementary School is dedicated to providing a respectful, nurturing and supportive environment that fosters the intellectual, social, physical and emotional development of all students enabling them to achieve their highest potential. Teachers, family and community members will work collaboratively to engage all students in individualized and challenging learning experiences in preparation for college, careers and/or life skills for success in the global society.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	*Time to Teach -* Provide time for interventions to students needing support based on beginning of the year screeners and formative assessments throughout the year in Reading and Mathematics. Time will be alloted daily for all students to engage in literacy, science, social science and mathematics teaching and learning experiences.	On the SEF, our school scored 1 in the "Intervention" category. We will systematically administer and use data from screeners and formative assessments to improve our intervention methods. As a result we will ensure all students improve their proficiency in reading and mathematics.
2	*What to Teach -* Teachers will deliver balanced literacy instruction and units of study integrating Reading, Writing, Science, Social Science and Mathematics aligned to the Common Core State Standards using age-appropriate resources including complex literature, informational texts, technology, and the arts.	Less than 15% of our students exceeded and less than 75% met state standards in reading, mathematic and science. We scored 1 on the "Academic Planning" category on the SEF. We need to implement more rigorous/challenging instruction through engaging individual and group activities and projects using various resources and materials to develop career/college readiness and daily living skills for students.
3	*How to Teach* - Teachers will effectively use best practices and be members of the professional learning community to provide differentiated and rigorous instruction for all students for mastery of the Common Core State standards in literacy and Mathematics.	On the SEF, our school scored 1 in the "Instructional Coaching" category and on the One School One Voice Survey 36% of teachers indicated that they engage in a collaborative professional environment. We will provide ongoing professional development opportunities and support to teachers to improve planning, preparation, classroom environment, and instruction to meet the needs of all students.
4	*College and Career Readiness Supports-* Administrators and staff will establish community based partnerships and services to engage students in learning experiences for college preparation, career readiness and/or life skills.	We scored a 1 in the "College and Career Exploration and Selection" category. On the Explore assessment 13.8% of our students were at benchmark in reading and 3.4% of our students were at benchmark in mathematics. We will provide ongoing exposure, infomation and experiences for all students about college preparation, career readiness and/or life skills.
5		

Strategic Priority 1

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

Strategic Priority Description	Rationale
Time to Teach - Provide time for interventions to students needing support based on beginning of the year screeners and formative assessments throughout the year in Reading and Mathematics. Time will be alloted daily for all students to engage in literacy, science, social science and mathematics teaching and learning experiences.	On the SEF, our school scored 1 in the "Intervention" category. We will systematically administer and use data from screeners and formative assessments to improve our intervention methods. As a result we will ensure all students improve their proficiency in reading and mathematics.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Screening assessments for kindergarten - eighth grade general and selective special education students (those taking ISAT) will be conducted in reading and mathematics within the first three weeks of the new school year. Assessments administered will be NWEA MAP, Mclass Math, Fountas and Pinnell, Works Their Way, and/or ISEL.	Instruction	All	Administrators, ILT, Classroom and Resource Teachers	Quarter 1	Quarter 1		
Analyze data from all beginning of the year screeners to identify students' particular skill gaps in reading and mathematics within the first three weeks.	Instruction	All	Administrators, ILT, Classroom and Resource Teachers	Quarter 1	Quarter 1		
Form groups of students for differentiated instruction based on the data in all grade levels for reading and mathematics throughout the school year.	Instruction	All	Classroom and Resource Teachers	Quarter 1	Quarter 4		
Classroom teachers, resource teachers and/or RtI team members will provide instruction to students based on their skill gaps during push-in, in-class and/or pull out support during the entire school year.	Instruction	All	Administrators, ILT, Classroom and Resource Teachers	Quarter 1	Quarter 4		
Classroom teachers, teacher teams, and/or ILT members will closely monitor interventions based on skill gaps identified by screening assessments in reading and mathematics so that adjustments can be made at least every 6 weeks.	Instruction	All	Administrators, ILT, Classroom and Resource Teachers	Quarter 1	Quarter 4		
Administrators, ILT and teachers will identify research based intervention materials and tools to support the students skill gaps in reading and mathematics as identified by the screening assessments within the first quarter of the school.	Instruction	All	Administrators, ILT, Classroom and Resource Teachers	Quarter 1	Quarter 4		

Strategic Priority 1

Purchase research based intervention materials and tools selected by administrators, ILT team and teachers to support the students' skill gaps in reading and mathematics as identified by the sreening assessments within the first quarter of the school year.	Instructional Materials	All	Administrators and ILT	Quarter 1	Quarter 4		
Daily schedules will include at least 30 minutes per day for interventions based on based on skill gaps identified by beginning of the year screening assessments in reading and mathematics throughout the school year.	Instruction	All	Administrators and ILT	Quarter 1	Quarter 4		
6th - 8th grade block schedule will include time for interventions within reading and mathematics subject area periods based on skill gaps identified by screening assessments in reading and mathematics so that adjustments can be made at least every 6 weeks.	Instruction	All	Administrators and ILT	Quarter 1	Quarter 4		
Classroom teachers, resource teachers and/or RtI team members will provide instruction to students based on their skill gaps during after school support within the first, second and third quarter of the school year.	After School/ Extended Day	All	RtI Team, Classroom and Resource Teachers	Quarter 1	Quarter 4		
School personnel will support students in engaging differentiated intervention learning experiences based on screeners with adjustments made at least every 6 weeks.	Instruction	All	RtI Team, Classroom and Resource Teachers	Quarter 1	Quarter 4		
Teachers and paraprofessionals will plan and implement differentiated interventions in literacy and mathematcis for students in various grade levels based on data from assessments throughout the school year.	Instruction	All	Classroom and Resource Teachers	Quarter 1	Quarter 4		
Paraprofessionals will pull out/push in small groups of students daily based on students' needs as identified by screeners and formative asseswsments throughout the school year.	Instruction	All	Classroom Teachers	Quarter 1	Quarter 4		
General and special education teachers will co-teach students with disabilities to meet their IEP goals and designated minutes throughout the school year.	Instruction	Students With Disabilities	Classroom and Resource Teachers	Quarter 1	Quarter 4		
Teachers and staff will develop an ISAT Carnival to prepare students for meeting and exceeding goals tested during the spring.	Instruction	All	Administrators, ILT, Classroom and Resource Teachers	Quarter 2	Quarter 3		

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
What to Teach - Teachers will deliver balanced literacy instruction and units of study integrating Reading, Writing, Science, Social Science and Mathematics aligned to the Common Core State Standards using age-appropriate resources including complex literature, informational texts, technology, and the arts.	Less than 15% of our students exceeded and less than 75% met state standards in reading, mathematic and science. We scored 1 on the "Academic Planning" category on the SEF. We need to implement more rigorous/challenging instruction through engaging individual and group activities and projects using various resources and materials to develop career/college readiness and daily living skills for students.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Classroom and resource teachers will analyze and become familiar with common core standards in literacy, mathematics for instruction in science, math, reading, and social science for implementation throughout the school year.	Instruction	All	ILT	On-going	Quarter 4		
During instruction, each teacher should regularly use formative assessments to monitor student progress and check for understanding of student learing in reading, writing, mathematics, science and social science throughout the school year.	Instruction	All	Classroom Teachers	On-going	Quarter 4		
Each teacher scaffolds instruction using research based techniques , technology, tools/manipulatives and strategies to ensure all students (including students with disabilities) access complex texts and engage in complex tasks in literacy, science, social science and mathematics througout the school year.	Instruction	All	Classroom Teachers	On-going	Quarter 4		
Administrators, ILT team and classroom teachers will identify and select a variety of materials and resources including complex texts for literature and informational purposes to support kindergaten - eighth grade students' learning in literacy, science, social science and mathematics throughout the school year.	Instructional Materials	All	Administrators, ILT, Classroom Teachers	On-going	Quarter 4		

Strategic Priority 2

Kindgergarten - eighth grade general and special education teachers will clearly communicate with students the common core state standards for literacy and mathematics and ILS for science and social science, directions and procedures throughout the school year.	Instruction	All	Classroom Teachers	On-going	Quarter 4		
Each classroom teacher will plan, align and sequence common core standards in literacy and mathematics, and ILS for science and social science to build towards mastery and understanding of the standards quarterly.	Instruction	All	Classroom Teachers	On-going	Quarter 4		
Kindgergarten - eighth grade general and special education teachers will use higher ordered questioning techniques that promotes students' thinking and understanding in literacy, mathematics, science and social science throughout the school year.	Instruction	All	Classroom Teachers	On-going	Quarter 4		
In each classroom and throughout the school building, administrators, ILT team members and teachers will conduct an inventory of various texts, manipulatives, technology and tools aligned to common core state standards in reading, writing, mathematics, science and social science in kindergaten - eighth grades during the summer to prepare for engaging instruction.	Instructional Materials	All	Administrators, ILT, Classroom Teachers	Summer 2012	Quarter 4		
Admistrators and ILT members will purchase complex texts, manipulatives, technology and tools aligned to common core state standards in reading, writing, mathematics, science and social science in kindergaten - eighth grades to prepare for more engaging teaching and learning throughout the school year.	Instructional Materials	All	Administrators, ILT, Classroom Teachers	On-going	Quarter 4		
Teachers will design and engage students units, of study, and/or project based learning integrating all content areas, technology, critical thinking and problem solving strategies to increase their knowledge and based on their needsthroughout the school year.	Instruction	All	Classroom Teachers	On-going	Quarter 4		
Teachers will use performance assessments/learning tasks as a way for students to demonstrate their knowledge, and to assess learning throughout the school year.	Instruction	All	Classroom Teachers	On-going	Quarter 4		

Strategic Priority 2

Teachers will use flexible grouping to meet the diverse needs of all students.	Instruction	All	Classroom Teachers	On-going	Quarter 4		
Teachers and staff will create and establish the classroom and school environment to build respect and rapport, to establish a culture for learning, to manage classroom procedures and to manage student behavior at the beginning of the year.	Instruction	All	Administrators, ILT, Classroom Teachers	On-going	Quarter 4		
Administrators and teachers will acquire resources, materials, and/or supplies for student engagement, increased learning and enhance the classroom/school environment.	Supplies	All	Administrators, ILT, Classroom Teachers	Quarter 1	Quarter 4		
Teachers will design and implement formative assessments, performance tasks and rubrics to measure student learning and growth towards establishing goals throughout the school year.	Instruction	All	Classroom Teachers	On-going	Quarter 4		
Special education teachers will implement the Unique curriculum for instruction in literacy, science, mathematics and social science.	Instruction	Students With Disabilities	Classroom Teachers	On-going	Quarter 4		
Using a life skills curriculum and resources, teachers will engage general and special education students in life skills activities.	Instruction	Students With Disabilities	Classroom and Resource Teachers	On-going	Quarter 4		
Teachers of students with disabilities will provide their students with sensory motor experiences in the Snoozelen Room throughout the school year.	Equipment/ Technology	Students With Disabilities	Classroom Teachers	On-going	Quarter 4		
Parent workshops, family nights and/field trips will take place to provide parents with opportunities for authentic and engaging activities in the school community at various times throughout the school year.	Parental Involvement	All	Administrators, ILT, Classroom and Resource Teachers	On-going	Quarter 4		
Teachers in 2nd - 8th grades will administer the MAP assessments at specified benchmarks and plan lessons to address the identified strengths and weaknesses of students throughout the school year.	Instruction	All	Classroom Teachers	On-going	Quarter 4		
Seventh and eighth grade teachers will administer the mock Explore assesment and middle school teachers will plan lessons to meet the identified needs of the students by the end of the school year.	Instruction	Other student group	Middle School Teachers	On-going	Quarter 4		
Second - eighth grade teachers will administer and use data from ISAT, MAP and Explore tests as a guide as to what to teach and what will be assessed throughout the school year.	Instruction	All	Classroom Teachers	On-going	Quarter 4		

Strategic Priority 2

Teachers will plan lessons based on the I Do, We Do, You Do model to engage students in lessons/assignments and homework assignments throughout the school year.	Instruction	All	Classroom and Resource Teachers	On-going	Quarter 4		
Teachers will display lesson objectives on the board and reinterate them daily in student friendly language that measurable throughout the school year.	Instruction	All	Classroom and Resource Teachers	On-going	Quarter 4		
Teachers will create the scope and sequence for all content areas during the summer for the new school year.	Instruction	All	Classroom and Resource Teachers	Summer 2012	Quarter 4		

2012-2014 Continuous Improvement Work Plan

Jane A Neil Elementary School

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
How to Teach - Teachers will effectively use best practices and be members of the professional learning community to provide differentiated and rigorous instruction for all students for mastery of the Common Core State standards in literacy and Mathematics.	On the SEF, our school scored 1 in the "Instructional Coaching" category and on the One School One Voice Survey 36% of teachers indicated that they engage in a collaborative professional environment. We will provide ongoing professional development opportunities and support to teachers to improve planning, preparation, classroom environment, and instruction to meet the needs of all students.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers and staff will collaborate weekly to analyze formative assessment data and plan for instruction throughout the school year.	Professional Development	All	Administrators, ILT, Classroom Teachers	Quarter 1	Quarter 4		
Teacher teams will collaborate to plan for long-term units of study throughout the school year.	Professional Development	All	Classroom and Resource Teachers	On-going	Quarter 4		
Staff members will be selected and placed in postions based on certifications and areas of expertise by school administrators school wide at the beginning of the school year.	Staffing	All	Administrators	Summer 2012	Quarter 4		
Special educators, general educators and other specialists will plan and collaborate regularly to meet the needs of students throughout the school year.	Professional Development	All	Classroom and Resource Teachers	On-going	Quarter 4		
Teacher and specialist team (RtI) will meet approximately six weeks to discuss progress monitoring data for students receiving interventions throughout the school year.	ILT/ Teacher Teams	All	RtI Specialist, Classroom and Resource Teachers	On-going	Quarter 4		
Teachers and staff will engage in professional development activities aligned to research based best practices for effective teaching and learning throughout the school year.	Professional Development	All		On-going	Quarter 4		
Teachers will maintain data and accurate records including student progress in learning, ongoing instructional, and non-instructional records throughout the school year.	Professional Development	All	Classroom and Resource Teachers	On-going	Quarter 4		

Strategic Priority 3

Teachers and staff will communicate with parents and families regularly to share information about individual student progress, to gain knowledge about cultural norms, for support with assisting students with meeting expectations, to provide resources to address family needs, and engage parents as partners in the instructional programs throughout the school year.	Parental Involvement	All	Administrators, ILT, Classroom and Resource Teachers	On-going	Quarter 4		
Teachers and staff will be reflective of their teaching for the effectiveness of the teaching and learning process throughout the school year.	Professional Development	All	Classroom and Resource Teachers	On-going	Quarter 4		
Teachers and staff will be members of a professional learning community and collaborate with others inside and outside of the school incorporating peer coaching and classroom visitations throughout the school year.	Professional Development	All	Administrators, ILT, Classroom and Resource Teachers	On-going	Quarter 4		
Administrators and ILT members will implement school wide structures for professional development that is ongoing, job-embedded and relevant to the needs of teachers and staff throughout the school year.	Professional Development	All	Administrators, ILT, Classroom and Resource Teachers	On-going	Quarter 4		
Professional development will be monitored continually for the effectiveness and relevance to the teaching and learning process throughout the school year.	Professional Development	All	Administrators and ILT	On-going	Quarter 4		
Professional development for teachers and staff is planned, focused and aligned to district and school wide priorities and growth goals throughout the school year.	Professional Development	All	Administrators, ILT	On-going	Quarter 4		
Teacher receive ongoing support and feedback from administrators, teacher teams, peer coaches and ILT members for continued, ongoing development to meet district, school wide and individual professional goals throughout the school year.	Professional Development	All	Administrators, ILT, Classroom and Resource Teachers	On-going	Quarter 4		
Professional development plans are established with individual teachers to meet their needs based on learning plans establishe at the beginning of the school year.	Professional Development	All	Administrators, ILT, Classroom and Resource Teachers	On-going	Quarter 4		
Teachers will use various forms of technology regularly support teaching and learning in all content areas throughout the school year.	Instructional Materials	All	Classroom and Resource Teachers	On-going	Quarter 4		

Strategic Priority 3

Teachers will engage in summer training for Common Core and MAP implementation to plan for the upcoming school year.	Instruction	All	Classroom and Resource Teachers	Summer 2012	Summer 2012		
At the beginnng of the school year, teachers and staff will create classroom and school environment that is attractive, engaging, clutter free, and student friendly focusing on the school wide goals and priorities and maintain it throughout the school year.	Instruction	All	Administrators, ILT, Classroom and Resource Teachers	Summer 2012	Quarter 4		
Teachers will provide students with teaching and learning experiences in learing centers, flexible and small groups in various content areas to provide differentiated instruction throughout the school year.	Instruction	All	Classroom and Resource Teachers	On-going	Quarter 4		
Posters will be created, purchased and posted throughout the school year focusing on school wide focusing on school wide expectations and priorities throughout the school year.	Instruction	All	Administrators, ILT	Quarter 1	Quarter 4		
Administrators will purchase needed technology and resources needed for teachers and students to use during teaching and learning activities throughout the school year.	Instructional Materials	All	Adninistrators, ILT	Summer 2012	Quarter 4		
Teachers will create and use various forms of assessments aligned with teaching to determine students' progress and adjustments needed to instruction throughout the school year.	Instruction	All	Administrators, ILT, Classroom and Resource Teachers	Summer 2012	Quarter 4		
Administrators will establish and monitor weekly focus goals for teachers for student engagement and success in the teaching and learning process throughout the year.	Instruction	All	Administrators, ILT	Quarter 1	Quarter 4		
Administrators and teachers will display and share data from priodic assessments, attendance for transparency and expectations towards school wide goals and priorities throughout the school year.	Instruction	All	Administrators, ILT, Classroom and Resource Teachers	Quarter 1	Quarter 4		
Teachers will submit and receive bi-weekly feedback on lesson plans for administration throughout the school year.	Instruction	All	Classroom and Resource Teachers	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
College and Career Readiness Supports- Administrators and staff will establish community based partnerships and services to engage students in learning experiences for college preparation, career readiness and/or life skills.	We scored a 1 in the "College and Career Exploration and Selection" category. On the Explore assessment 13.8% of our students were at benchmark in reading and 3.4% of our students were at benchmark in mathematics. We will provide ongoing exposure, infomation and experiences for all students about college preparation, career readiness and/or life skills.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers and community partners will provide field experiences for all students for ongoing exposure and learning experiences about selecting colleges, careers, life skills and achieving future goals throughout the school year.	Instruction	All		On-going	Quarter 4		
Staff members school wide reinforce college and career readiness standards and expectations for all students throughout the school year.	Instruction	All		On-going	Quarter 4		
Administrators and staff members will select external partners to support and prepare students for college, careers and life skills throughout the school year.	ILT/ Teacher Teams	All		On-going	Quarter 4		
External community partners provide support and experiences for students through hands-on experiences and engagement in college and career learning activities during school and after school throughout the school year.	After School/ Extended Day	All		On-going	Quarter 4		
Teachers and staff will provide support and information to students in developing goals, planning and preparation for college and career aspirations throughout the school year.	Instruction	All		On-going	Quarter 4		
External partners and staff members will provide extracurricular and enrichment opportunities for students to develop and nuture talents, interests, leadership and increased engagement in achieving academic goals throughout the school year.	After School/ Extended Day	All		On-going	Quarter 4		
School staff and external partners will work collaboratively to prepare students for success on high school, college and career assessments.	Instruction	All		On-going	Quarter 4		

Strategic Priority 4

Teachers will engage intermediate and/or middle students in high school and college visits throughout the school year.	Instruction	Other student group		On-going	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