



2012-2014 Continuous Improvement Work Plan

Alfred Nobel Elementary School

Garfield-Humboldt Elementary Network

4127 W Hirsch St Chicago, IL 60651

ISBE ID: 150162990252375

School ID: 610098

Oracle ID: 24691



Mission Statement

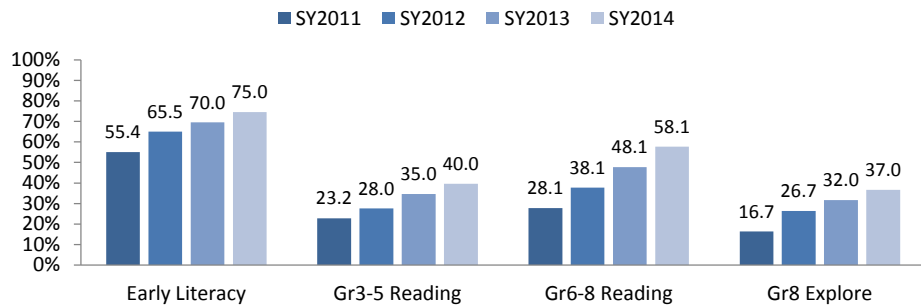
At Nobel, we work relentlessly to ensure the success of every student including those Students With Disabilities (SWD) and English Language Learners (ELL). Our staff commits to empower and challenge students by providing a rigorous curriculum with innovative, engaging learning experiences through high-quality differentiated instruction. We strive to cultivate social, emotional, and academic development in a safe and supportive environment.

Strategic Priorities

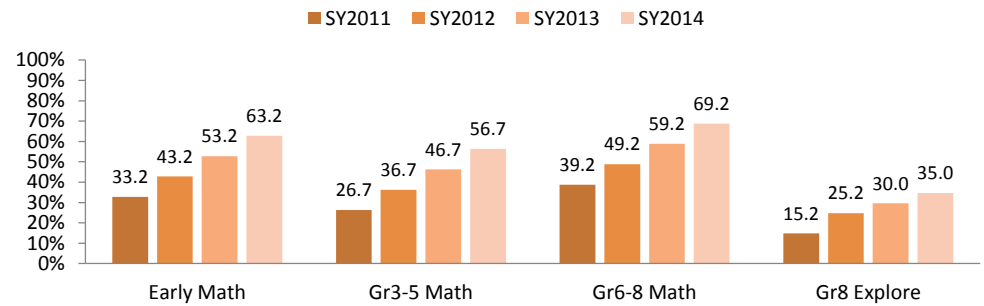
1. Implement school-wide technology based interventions to increase reading comprehension in classrooms.
2. Transition to a common core standards based program for K-5 grades to increase student achievement in Math. Provide on-going professional development to ensure fidelity and effective implementation.
3. Provide time and resources for teachers to implement reading and math interventions to students in the intensive category on benchmark assessments
4. Continue implementation of positive behavior and anti bullying programs. PBIS and Olweus proram

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Alfred Nobel 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
Manuel Adrianzen	Principal
Ryan Belville	Other
Ary Figueroa	Lead/ Resource Teacher
Joseph Oberts	Classroom Teacher
Asuka Takahashi	Classroom Teacher
Lisa McCarter	Classroom Teacher
Luz Fonseca	ELL Teacher
Todd Goldstein	Special Education Faculty
Carolyn Calhoun	LSC Member
Virginia Catalan	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	55.4	65.5	70.0	75.0	Early Math % of students at Benchmark on mClass	33.2	43.2	53.2	63.2
3rd - 5th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	23.2	28.0	35.0	40.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	50.0	60.0	65.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	47.3	57.3	65.0	75.0	6th - 8th Grade				
6th - 8th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.1	38.1	48.1	58.1	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	59.5	69.5	75.0	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.0	61.0	65.0	75.0	8th Grade				
8th Grade					Explore - Math % of students at college readiness benchmark				
Explore - Reading % of students at college readiness benchmark	16.7	26.7	32.0	37.0	Explore - Math % of students at college readiness benchmark	15.2	25.2	30.0	35.0



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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	94.6	95.6	96.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	24.8	21.8	17.8	14.8

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	58.2	68.2	73.2	78.2		ISAT - Reading % of students exceeding state standards	7.1	17.1	22.0	27.0
ISAT - Mathematics % of students meeting or exceeding state standards	68.9	74.0	79.0	81.0		ISAT - Mathematics % of students exceeding state standards	9.7	19.7	25.0	30.0
ISAT - Science % of students meeting or exceeding state standards	59.4	69.4	75.0	80.0		ISAT - Science % of students exceeding state standards	4.8	15.0	20.0	25.0

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>Nobel has established a strong Instructional Leadership Team(ILT) that consistently looks at data across all grade levels to decide on specific Targeted Instructional Area (TIA) on which to build professional learning cycles. Our ILT establishes SMARTe goals based on various data sources such as DRA2 (Diagnostic Reading Assessment),TRC (Text Reading Comprehension), DIBELS/IDEL, Scantron, mClass Math, etc. August 2011, 55% of students in grades K-8 are not reading at grade level, therefore Nobel's ILT has identified reading comprehension as our targeted instructional area (TIA). Nobel's ILT builds cycles of professional development around a powerful practice that aggressively impacts student achievement in our TIA. The document sets clear expectations for teacher practice and student outcomes through the faithful implementation of the cycle.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>As the instructional leader of the school, the principal at Nobel has set the foundation for a highly effective ILT. Through implementation of Learning cycles all teachers have access to quality professional development linked to the needs of the students. Built into the cycle are opportunities for grade level collaboration, safe practice, peer observation, administrative observations and targeted learning walks to determine the effectiveness of the practice. The principal meets regularly with teachers to provide individual coaching around building capacity, data, and personal instructional goals. The principal meets regularly with stakeholders to develop a shared vision for our students. Through newsletters, assemblies, andLSC meetings, the principal engages the community in the supports available to ensure that students reach their goals and are prepared for the demands of the 21st century. Family, school and community connection is important at Nobel. The principal prepares a monthly report presented at LSC meetings detailing school wide data and assessments, teacher practices and upcoming events. The principal encourages all stakeholders to be active participants in the educational process by hosting family/ community Literacy and Math nights, Book Fairs, parent/community workshops as well as maintaining an open door policy to foster communication.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Our Instructional Leadership team is comprised of one member of each grade level and special education. Although all staff members are invited and encouraged to attend meeting, core members are responsible for the majority of the work led by the team. Although ILT members are charged with the task of leading grade level teams in core instructional practices, all team members are responsible for being active participants in grade level discussions and data conversations. Protocols are used at all whole staff meeting, ILT and grade level meeting to ensure equity of voice.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			3
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly 	<p>Our Instructional Leadership team is comprised of one member of each grade level and special education. Although all staff members are invited and encouraged to attend meeting, core members are responsible for the majority of the work led by the team.</p> <p>Through the collection of data from various sources such as DIBELS, SCANTRON, DRA/TRC, mClass Math, AMAT assessments, Learning walks etc., the ILT builds cycles of professional development around 1 powerful practice that builds teacher capacity and impacts student achievement. Built into the cycle is whole staff professional development, Professional reading, Peer observations/ coaching, administrative observations and coaching, looking at student work, learning walks and grade level meeting protocols all directly related to the powerful practice.</p> <p>ILT members are responsible for communicating all information gleaned from our ILT meeting to the grade level team and vice versa. Information flows to and from the ILT to ensure that the decision making process includes all staff member input.</p> <p>Yearly, ILT members use a rubric to rate themselves and the team on a 1-4 scale. This information is used to refine and improve our practices as a team.</p>	
<p>Monitoring and adjusting -----></p>			3
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Nobel has a strategic plan for school wide professional development and student outcomes set forth by our ILT through our professional learning cycle. The ILT holds weekly meetings to look at school wide data in a timely and efficient manner. Biweekly ILT meetings are used to build teacher leader capacity and analyze data specifically related to our powerful practice. All data is analyzed and action plans are created at the school level within the ILT meeting and is presented to grade level teams. Grade level teams are responsible for analyzing data at the classroom level and creating plans of action that impact the advancement of student achievement.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<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>Nobel has established a culture of collaboration within grade level teams. Grade level teams work together to develop a scope and sequence for instruction based on the common core standards. Recently, grade level teams began conversations around developing units of study around common core standards. Vertical teams met to discuss the rigor of instruction and the texts that will be used to at each grade level to ensure appropriate text complexity. Special Education teachers meet regularly with grade level teams to ensure the alignment of content within the sped classroom to that of the general education classroom. There is a representative from the special education team on the ILT and their role is to ensure that information is passed on to their team and that actions plans are created.</p> <p>Bilingual teachers meet regularly with the bilingual lead teacher, who is also a member of our ILT to ensure alignment within our bilingual program and our strategic plan.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>In conjunction with grade level basals (in both English and Spanish), reading instruction is supplemented by a vast collection of books and novels at various readability levels in our school book room. Materials can be used in the sped classroom to expose students to grade level content material at reading levels and text complexity that match the readers. Book in the books room are available in both Spanish and English to meet the needs and language proficiency levels of all students.</p> <p>Everyday Math and Math Thematics programs are implemented in K-5 and 6-8, respectively.</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>Nobel has a system for analyzing data through our Instructional Leadership Team. The ILT holds weekly meetings to look at school wide data in a timely and efficient manner. This data includes, but it not limited to, DIBELS/IDEL, Scantron, DRA/TRC, mClass Math, AMAT, Explore, students work, Learning walk data, peer observation data, extended response data and common assessment data. Biweekly ILT meetings are used to build teacher leader capacity and analyze data specifically related to our powerful practice, while the others are used to hold performance management sessions to analyze school-wide data a create action plans. . All data is presented to grade level teams and individual classroom data is given to all classroom teachers to facilitate Grade Level Performance Management sessions. Grade level teams are responsible for analyzing data at the classroom level and creating plans of action that impact the advancement of student achievement.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			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>Through the implementation of our professional learning cycles, specifically the components of the gradual release of responsibility (focus lessons, guided practice, productive group work and independant practice and assessment) teachers have become more effective and intentional about delivery of instruction.</p> <p>Through the use of our expansive book room and computer software programs all students have access to complex tasks and text.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Teachers at all grade levels administer student screening assessments at the beginning, middle and end of the year. Throughout the year , students identified as intensive are provided with specific interventions to address their area of growth, these include small group instruction, one on one instruction and co teaching with special education and resource teachers.</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Nobel's ILT builds 9-12 week long cycles of professional development around a powerful practice. These cycles include whole group professional development, staff meetings, ILT meetings, grade level meetings, Peer observations, learning walks, student outcomes etc., incorporating feedback throughout to monitor progress. The effectiveness of the cycle is evaluated at the end of the cycle and future cycles are decided upon by ILT members (with input from grade level team).</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Nobel teachers collaborate weekly to develop quality learning experiences based on their long term planning and assessments. Long term planning takes place a minimum of 4 times a year to monitor and adjust year long scope and sequence.</p> <p>Teacher teams plan all student outcomes and experiences together and therefore share ownership of the results with regard to student achievement. Special education and Bilingual teachers are part of team planning and therefore employ similar outcomes, create assessments and build experiences that are closely tied to the general education plan.</p> <p>Within our cycles of professional development, protocols are used to facilitate grade level collaboration.</p> <p>We strive to build a seamless transition from one grade level to the next by implementing regular vertical planning. We began this process this year and will continue the practice next year.</p>	
	Instructional coaching ----->			2
	<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>Our cycle for professional development integrates peer observations/ coaching around our professional practice. Teachers use observation guides, created by the ILT and protocols to provide feedback and coachin to grade level team members. ILT members (grade level teacher leaders) are given specialized professional development to support grade level teams, including new teachers. Should they encounter an area that they do not have the capacity to address, administration is called upon to assist.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Teachers and staff at Nobel are invested in the college and career readiness of all students at Nobel. Our Educational Support Staff is responsible for assisting with instruction in the classroom. They are an integral part of our professional development and are expected to look at data along with teachers at staff meetings.</p> <p>Teachers hold regular data conversations with students regarding their personal goals. Students are empowered to create personal goals and evaluate their progress toward said goal.</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>Each teachers is charged with the task of being an advocate for all students, but most specifically to the students in their classroom. Through the use of the Olweis program (an anti bullying program, in which teachers have been fully trained) teachers hold weekly class meetings to tap in to the social/ emotional needs of their students.</p> <p>The least restrictive environment for special education students of enforced to its fullest potential. Special education students are integrated into general education classrooms, including preparatory periods, as often as possible.</p> <p>We have a wide range of cultures represented within our staff. Students are taught and expected to respect the culture of others. Teachers are encouraged to use resources throughout the school to teach students about other cultures, especially those within our school building.</p>	
Behavior & Safety ----->			2	
	<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>We strive to maintaining a safe environment for all students and staff at Nobel . We have fully implemented an anti bullying program called Olweis and a PBIS to reinforce positive behaviors throughout the 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
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<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>A guiding principle at our school is the importance of a family, school and community connection. The principal prepares a monthly report presented at LSC meetings detailing and explaining school wide data and assessments, teacher practices and upcoming events. The principal encourages all stakeholders to be active participants in the educational process by hosting family/ community Literacy and Math nights, Book Fairs, parent/community workshops as well as maintaining an open door policy to foster communication.</p> <p>At the beginning of the year an Open House is held so that teachers can set clear grade level expectations. Teachers at nobel are expected to keep in constant contact with parents regarding their child's academic progress. During report card pick up, along with the report card, teachers provide parents with a detailed summary of their child's academic performance in various assessments such as DIBEL/IDEL, DRA/TRC, Scantron etc.</p>	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers at nobel are expected to keep in contact with parents regarding their child's academic progress. During report card pick up, along with the report card, teachers provide parents with a detailed summary of their child's academic performance in various assessments such as DIBEL/IDEL, DRA/TRC, Scantron etc. Teachers also provide parents with reports that give suggestions for how to help students at home in grade K-2. We hope to further integrate this practice into grade 3-8</p>	
Bonding ----->			3	
	<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>A guiding principle at our school is the importance of a family, school and community connection. The principal prepares a monthly report presented at LSC meetings detailing and explaining school wide data and assessments, teacher practices and upcoming events. The principal encourages all stakeholders to be active participants in the educational process by hosting family/ community Literacy and Math nights, Book Fairs, parent/community workshops as well as maintaining an open door policy to foster communication.</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
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	In response to a recent influx of discipline referrals, Nobel applied for a received a grant to provide additional social emotional services to students. These services are provided mainly during school hours along with required specialized support.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	This year we had Nobel Alum come in to speak with our 7th and 8th grade students about expectations in college. They gave information regarding their college of choice in cluding the Universit of Illinois @ Chicago and Champaign, Cornell, and Various state schools.	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Some support is given to students regarding high school selection and college and career planning. With the implementation of the common core standards, students will be exposed to a more rigorous academic regime that encourages depth of knowledge and preparation for college and career.		
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. 	Nobel has a variety of extra curricular and enrichment activities throughout the year. Sports include: soccer, volleyball, football and basketball. Fine Arts include: Art, Chorus, Merit Music and Guitar. Academic enrichment programs range from volunteer teacher tutoring, Apira afterschool programs and SES.		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			1
	<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. 	8th grade students are given the Explore assessment	
	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. 	This year we had Nobel Alum come in to speak with our 7th and 8th grade students about expectations in college. They gave information regarding their college of choice in cluding the Universit of Illinois @ Chicago and Champaign, Cornell, and Various state schools.	
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. 	On report card pick up day students entering into Kindergarten are asked to come in to meet the teachers and review the curriculum for kindergarten. Teachers provide parents with a list of activities that they can use over the summer to prepare their children for Kindergarten. Students in 8th grade are taken on field trips to their high school of choice to get over the summer to prepare their children for Kindergarten.	

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 ----->				3
	<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>Nobel closely aligns our discretionary spending in areas of greatest need to positively impact student achievement. Next year we will allocate money to purchase a teaching position that will reduce class sizes in the upper and primary grades. We will purchase a math program that is closely aligned to the common core standards and our strategic priorities.</p> <p>Nobel has applied for and recieved various grants such as ASPIRA, which provides students to extra curricular learning experiences, aligned to our strategic priorities in reading and math.</p>		
	Building a Team ----->				2
<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>At Nobel, we strive to keep class sized an manageable levels. At the end of each year we assess our human capital and decide what need to happen in order to mainain that priority.</p> <p>As part of our interview process, members of the grade level or content area team are present to gain content/ grade level expertise in that area. Teacher candidates are given the opportunity to model a lesson to a group of students. Based on their lesson, teachers are asked to reflect on the experience and decide what they would change about their lesson, if anything, and what their nexts steps would be. Teacher candidates are then given a series of pre-written questions and scenarios which they are to answer/address. Team members score the reply on a 1-4 scale.</p>			
Use of Time ----->				2	
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>Based on the full day schedule we have allotted extra time for reading and math in both the primary and upper grades. Grade level teams and content area teams currently meet for 80 minutes per to discuss student data and design learning experiences around the standards being addressed.</p>			

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

At Nobel, we work relentlessly to ensure the success of every student including those Students With Disabilities (SWD) and English Language Learners (ELL). Our staff commits to empower and challenge students by providing a rigorous curriculum with innovative, engaging learning experiences through high-quality differentiated instruction. We strive to cultivate social, emotional, and academic development in a safe and supportive environment.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Implement school-wide technology based interventions to increase reading comprehension in classrooms.	67 % of Nobel students in 3-8 grade are not reading on grade level according to Scantron data. By integrating technology based intervention programs, students will be able to make the necessary gains to meet grade level expectations.
2	Transition to a common core standards based program for K-5 grades to increase student achievement in Math. Provide on-going professional development to ensure fidelity and effective implementation.	70% of K-5 grade students are not meeting grade level benchmarks based on mClass math and Scantron data.
3	Provide time and resources for teachers to implement reading and math interventions to students in the intensive category on benchmark assessments	We scored Nobel a "2" in intervention on the SEF. By strengthening our intervention methods, our students will be able to grow in reading and math.
4	Continue implementation of positive behavior and anti bullying programs. PBIS and Olweus programs	Nobel reported misconducts are at 24.8%. By strengthening our PBIS and anti bullying program (Olweus) our misconduct rate will decline.
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
Implement school-wide technology based interventions to increase reading comprehension in classrooms.	67 % of Nobel students in 3-8 grade are not reading on grade level according to Scantron data. By integrating technology based intervention programs, students will be able to make the necessary gains to meet grade level expectations.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Take an inventory of functioning computers and laptops in the building	Equipment/Technology	Not Applicable	Ms. Figueroa	Quarter 1	Quarter 2		
Purchase computers for 3-8th grade classrooms	Equipment/Technology	Other student group	Mr. Adrianzen, Ms. Figueroa	Quarter 1	Quarter 2		
Evaluate computer based intervention programs and select program/s that best fit the needs of our students	Equipment/Technology	Not Applicable	ILT	Quarter 1	Quarter 2		
Provide computer based intervention programs for 3-8 grade classrooms.	Instructional Materials	Not Applicable	Mr. Adrianzen	Quarter 1	Quarter 2		
Provide professional development for intervention software.	Professional Development	Not Applicable	Mr. Adrianzen	Quarter 1	Quarter 2		
Create a school-wide classroom schedule for teachers to implement interventions.	Other	Not Applicable	ILT	Quarter 1	Quarter 2		
Build in time to collaborate, assess and reteach based on student data.	Instruction	Other student group	Mr. Adrianzen	Quarter 1	Quarter 2		
Monitor fidelity and effectiveness of implementation of intervention programs.	Instruction	Not Applicable	Mr. Adrianzen, Ms. Figueroa	Quarter 1	Quarter 2		
Increase math and reading instructional minutes by 30 minutes to provide time for strategic interventions	Instruction	All	Mr. Adrianzen	Quarter 1	Quarter 1		



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
Transition to a common core standards based program for K-5 grades to increase student achievement in Math. Provide on-going professional development to ensure fidelity and effective implementation.	70% of K-5 grade students are not meeting grade level benchmarks based on mClass math and Scantron data.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase Everyday Math and all essential components of the program	Instructional Materials	Other student group	Mr. Adrianzen, Ms. Figueroa	Quarter 1	Quarter 1		
Professional Development for teachers implementing new math program.	Professional Development	Not Applicable	Mr. Oberts	Quarter 1	Quarter 2		
Provide time for teachers to collaborate and bridge conceptual gaps within the program and align instruction to common core standards	ILT/ Teacher Teams	Not Applicable	Ms. Figueroa	Quarter 1	Quarter 2		
Provide time for vertical planning so that teachers are building on concepts in Math from one year to the next.	ILT/ Teacher Teams	Not Applicable	Ms. Figueroa	Quarter 1	Quarter 2		
Provide professional development around intervention practices within the program	Professional Development	Not Applicable	Mr. Oberts, Mrs. Borjas	Quarter 1	Quarter 2		
Build in time to collaborate, assess and reteach based on student data.	Instruction	All	Ms. Figueroa	Quarter 1	Quarter 2		
Provide supplemental material to bridge gaps in the program based on teacher evaluation of program	Instructional Materials	All	Mr. Adrianzen, Ms. Figueroa	Quarter 1	Quarter 2		
Monitor fidelity of implementation of the program	Other	Not Applicable	Mr. Adrianzen	Quarter 1	Quarter 2		



Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Provide time and resources for teachers to implement reading and math interventions to students in the intensive category on benchmark assessments	We scored Nobel a "2" in intervention on the SEF. By strengthening our intervention methods, our students will be able to grow in reading and math.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilize data from a targeted learning walk to gather information around current teacher practices for providing interventions to students.	Instruction	Not Applicable	ILT	Quarter 1	Quarter 2		
Take an inventory of the schools current resources for providing interventions.	Instructional Materials	Not Applicable	ILT	Quarter 1	Quarter 2		
Provide school wide professional development on how to use data to meet the needs of students	Professional Development	Not Applicable	Mr. Adrianzen, ILT	Quarter 1	Quarter 2		
Create a school-wide classroom schedule for teachers to implement interventions.	Other	Not Applicable	ILT	Quarter 1	Quarter 2		
Evaluate and choose material that will be used to provide interventions to students	Instruction	Not Applicable	Ms. Figueroa, ILT	Quarter 1	Quarter 1		
Create a system for monitoring interventions at the school-wide level within the ILT	Other	Not Applicable	Mr. Bahl, Ms. Figueroa	Quarter 1	Quarter 2		
Build in time to collaborate, assess and reteach based on student data.	Instruction	Other student group	Mr. Bahl, Ms. Figueroa	Quarter 1	Quarter 2		
Monitor implementation of intervention programs school wide.	Instruction	Not Applicable	Mr. Adrianzen	Quarter 1	Quarter 2		
Recruit parents volunteers to assist in classrooms so that teachers can provide targeted interventions to students.	Parental Involvement	Not Applicable	Ms. Fonseca, Ms. Figueroa	Quarter 1	Quarter 2		
Increase Math allotted instructional minutes by 30 minutes.	Instruction	All	Mr. Adrianzen	Quarter 1	Quarter 1		



Strategic Priority 3



Strategic Priority 4

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

Strategic Priority Description	Rationale
Continue implementation of positive behavior and anti bullying programs. PBIS and Olweus proram	Nobel reported misconducts are at 24.8%. By strengthening our PBIS and anti bullying program (Olweus) our misconduct rate will decline.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Host a beginning of the year assembly to address positive behavior expectations for Nobel Students	Other	Not Applicable	Mr. Adrianzen, PBIS Team	Quarter 1	Quarter 2		
Conduct a survey of teachers to see what is needed to faithfully implement positive behavior and anti bullying program.	Other	Not Applicable		Quarter 1	Quarter 2		
Create a school- wide "Nobel Buck" store for students	Other	Not Applicable	Mr. Bahl, PBIS Team	Quarter 1			
Purchase incentives for students that will be put in the store	Supplies	Not Applicable	Mr. Bahl, PBIS Team				
Create a schedule for students to come and purchase item frm the store with Nobel Bucks.	Professional Development	Not Applicable	Ms. Figueroa				
Select an ESP to be in charge of the proper funtioning of the store	Staffing	Not Applicable	Mr. Adrianzen				
Provide continuous professional development on implementation of Olweus Program	Professional Development	Not Applicable	Mr. Bahl				
Provide time for teachers to collaborate on best practices in creating an environment that promotes positive student behavior	ILT/ Teacher Teams	Not Applicable	Ms. Figueroa, Mr. Bahl				
Monitor implementation of Olweas program and PBIS Program	Other	Not Applicable	Mr. Adrianzen				



Strategic Priority 4



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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