



2012-2014 Continuous Improvement Work Plan

Norwood Park Elementary School

O'Hare Elementary Network

5900 N Nina Ave Chicago, IL 60631

ISBE ID: 150162990252376

School ID: 610099

Oracle ID: 24711



Mission Statement

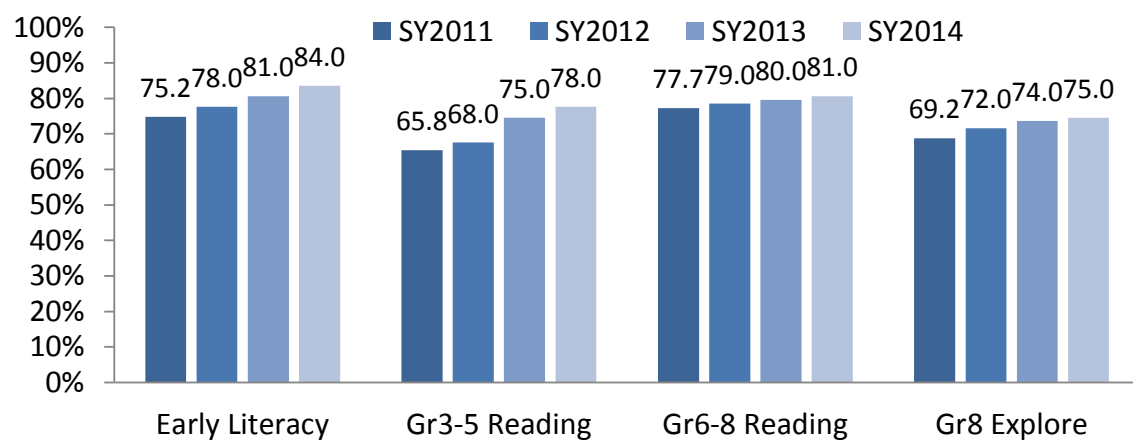
Norwood Park School is a neighborhood school focused on a core curriculum and committed to meeting students' individual academic and social-emotional needs. At Norwood Park School, we believe: Language Arts, Math, Science and Social Studies create the core of learning; physical activity, through daily recess, physical education and extracurriculars, are an integral part of every child's education; every student should graduate conversational in a world language; technology plays an important role in the life of a student; students should have access to rich and rigorous academic experiences that are tailored to individual needs; students should exceed test standards on a city, state and national level; and students should graduate prepared to gain admittance to their high school of choice, either public or private.

Strategic Priorities

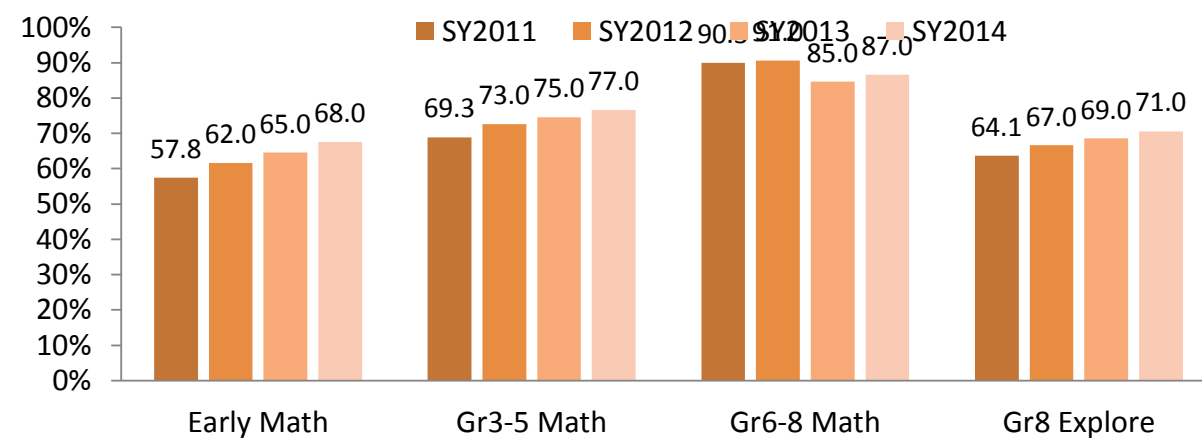
1. Use assessment data to identify individual students' reading learning needs and to plan responsive Common Core aligned instruction that results in growth for each student.
2. Use assessment data to identify individual students' Math learning needs and to plan responsive Common-Core-aligned instruction that results in growth for each student.
3. Teachers will effectively embed social-emotional learning, based on the Responsive Classroom framework, into daily instruction.

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:	Norwood Park 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
Renee Blahuta	Principal
Julie Zonca	Assistant Principal
Bonnie Adler	Classroom Teacher
Fitz Crame	Classroom Teacher
Christine Hartwig	Special Education Faculty
Melissa Irwin	Special Education Faculty
Leslie Martyn	Parent/ Guardian



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	75.2	78.0	81.0	84.0		Early Math % of students at Benchmark on mClass	57.8	62.0	65.0	68.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	65.8	68.0	75.0	78.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	69.3	73.0	75.0	77.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.3	60.0	63.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.7	58.0	60.0	62.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	77.7	79.0	80.0	81.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	90.3	91.0	85.0	87.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.2	64.0	66.0	68.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.3	60.0	60.0	62.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	69.2	72.0	74.0	75.0		Explore - Math % of students at college readiness benchmark	64.1	67.0	69.0	71.0



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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.0	96.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	0.3	0.3	0.3	0.3

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	92.2	93.0	93.5	94.0		ISAT - Reading % of students exceeding state standards	39.0	42.0	45.0	48.0
ISAT - Mathematics % of students meeting or exceeding state standards	94.5	95.0	95.5	96.0		ISAT - Mathematics % of students exceeding state standards	50.5	53.0	55.0	57.0
ISAT - Science % of students meeting or exceeding state standards	91.5	92.0	92.5	93.0		ISAT - Science % of students exceeding state standards	40.7	43.0	45.0	48.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> The school has strategic, measureable, attainable, realistic, and timely (SMART) goals in Reading and is defining these goals for Math, Science, Social Studies, and Spanish subejcts. The goals seek to prepare students for rigorous academics at college-preparatory high schools. On-going analysis of data of a variety of assessments, such as the Fountas & Pinnell Benchmark Assessment System, NWEA MAP, DIBELS and mCLASS, provides continuous monitoring and nimble adjustment of instruction at the school level and the individual student level. The school's clear theory of action guides the school's daily work with key initiatives to accomplish the school's goals of increasing student achievement and ensuring growth for each student. 	
	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. 	<ul style="list-style-type: none"> Professional development is aligned with school goals, which are derived from analysis of data trends. Year long professional development then advances school goals. Principal established Fountas & Pinnell and NWEA MAP assessment result expectations and progress monitoring system. Professional development and weekly grade-level team meetings monitor progress and drive instructional modifications in order to maximize students growth. Additional work tailoring professional dvelopment to each teacher's needs is necessary. Regular communication with parents provides information about instructional data, as well as curricular and instructional initiatives. Parent workshops and conferencing opportunities regarding these topics existed this school year. Additional opportunities for information sharing and involvement with parents are necessary. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership			2
<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>Individual teachers provide input regarding school initiatives and goals through participation in:</p> <ul style="list-style-type: none"> SIPAAA/CIWP team Grade Level Teams (GLTs) Union representative LSC Representatives PPLC Representatives Specialized Services Team School Committee memberships RTI Team PTA liaisons <p>However, our school also is accurately characterized by the bullet points found in the Typical School column.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> The ILT consists of representatives from each constituency in the school. The ILT organizes some PD activities and facilitates implementation of some school-wide initiatives. The ILT analyzes benchmark assessment data. Participatory discussion and action is strongly encouraged and developed through protocols and agendas. Both quantitative and qualitative data are used to inform ILT decisions. 	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<ul style="list-style-type: none"> The school analyzes benchmark assessment data in Reading and Math systematically after each assessment administration—at the school, grade and classroom level. The ILT and teacher teams analyze assessment data and plan for responsive instruction based on that data. More standardized approaches to data analysis and responsive instructional planning have been developed throughout the course of the year. After-school supports have been created in Reading and Math in response to weaknesses revealed by the analyzed data. 	

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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. 	<ul style="list-style-type: none"> Curricular pacing/scope & sequence is often determined by pacing set forth in instructional materials or by an individual teacher. Teacher teams have begun discussing common grade-level expectations and implementing common units of instruction based on student need. Text used for instruction is increasingly shifting from a fiction focus to a dual focus on fiction and non-fiction. Texts at instructional levels and at grade-level complexity are being used. General education planning addresses differing learner needs some of the time and special education planning consistently addresses differing learner needs. Work to align instruction to CCSS has just begun this year. 	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Grade level instructional materials align to Illinois Learning Standards to a great extent. This year teachers have been analyzing these materials to determine their alignment to CCSS. Supplemental materials aligned to CCSS are being used. Visuals, graphic organizers, kinesthetic tools and progress monitoring materials all support students with disabilities on a daily basis. 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> • A variety of assessments provide data to teachers on a regular basis allowing them to make informed decisions about adjustments to instruction. All data is available to teachers and the ILT at all times. A school-wide data display of benchmark assessment performance exists. • Formal assessments include: NWEA MAP, Fountas & Pinnell, DIBELS, mCLASS, STAMP, end-of unit assessments in Everyday Math, Connected Math, and FOSS Science curricula and teacher-created summative assessments. • Informal assessments include: teacher-created formative assessments, class work, homework, projects and online Achieve 3000 performance. • Non-benchmark assessment alignment to appropriate grade-level standards is inconsistent. • Special Education students receive appropriate assessment accommodations and modifications. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Teachers communicate learning objectives to students. These objectives are increasingly aligned to CCSS objectives. • Questioning includes both low and high-level questioning techniques. • Math curricula are mostly paced via pacing charts suggested in curricular materials. Teachers do adjust pacing based on student assessment results. • Instruction includes both whole and small-group instruction aimed at meeting student needs. • Formative assessment is used by teachers but inconsistently between teachers. Responsive instructional adjustments vary from teacher to teacher. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	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. 	<ul style="list-style-type: none"> The school administers the following benchmark assessments three to four times per year: NWEA MAP Math, Reading, and Science; DIBELS, mCLASS, and Fountas & Pinnell Benchmark Assessment in fiction and nonfiction. F&P is also administered more often as needed in some classrooms. The school has begun to administer additional diagnostic assessments to students who perform below expectations on benchmark assessments. RtI has been robustly developed this year and includes recommendations about appropriate interventions and specific timelines for monitoring and follow up. Teachers, teacher teams, the RtI team, the SpEd team and school leadership routinely monitor identified struggling students for progress. Interventions include: small group instruction, RtI strategies, after-school Reading or Math tutoring and additional supports outside of the classroom. SpEd students are progress monitored weekly. 	
	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. 	<ul style="list-style-type: none"> Staff professional development is based on student learning data from ISAT and formal and informal assessments, as well as teacher input on specific needs. Professional development also has focused on standards-based instruction, data analysis and responsive instructional planning, and implementation of benchmark assessments. The ILT has been involved in presenting and planning some professional development this year. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Teachers meet weekly in grade-band or content-based teams to discuss instruction and student progress. Ownership for student learning lies primarily with individual teachers but increased collaboration has occurred both during in-school and after-school instruction this year. Teacher teams consist of gen ed, SpEd, and administration participants. Specialists (e.g. SpEd or Spanish) also meet with one another separately. Protocols and processes for team collaboration exist but are inconsistently used. Professional development days include opportunities to review and analyze student performance and engage in longer-term planning. 	
	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. 	<ul style="list-style-type: none"> Coaching typically takes place focused on individual or small groups of teachers. New teachers were provided with some effective induction support. Professional development decisions are increasingly determined by student learning need and teacher practice needs. Teachers receive quality feedback that supports their individual growth from colleagues and administration but systems are needed to increase the quantity and quality of this feedback. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Staff members inconsistently reinforce school expectations for all students to aspire to college and career ready standards. The school is developing specific initiatives to help build and maintain a college-going culture (e.g. faculty flags, college gear day, high school readiness workshops, etc.). K-8 student council membership remains an avenue for student voice and leadership. Additional opportunities for student ownership of their learning are needed and have begun to be discussed. 	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> Many students have a connection with an adult advocate at school who knows their interests, strengths, needs and families well. Interactions between adults and students and among students vary depending upon the classroom and the grade level. Students with IEPs are often engaged in the school community both physically and socially. Students home language and culture is valued. 	
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. 	<ul style="list-style-type: none"> Some school-wide norms for behavior expectations and discipline are in place but inconsistencies in how behavior is managed still exist. The school typically maintains a safe, welcoming school environment for children through a well-maintained facility and positive interactions with faculty, staff and administration. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> The school and CPS provide regular, relevant information to parents regarding their children's learning accomplishments and the school's achievement levels. Teachers offer families information about grading and learning expectations via progress reports, report cards and formal and informal conferences. This information needs to become even clearer as the CCSS-alignment and benchmark assessment processes continue. The school provides 8th graders with high school choice and criteria information and application assistance via a Fall workshop. 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Teachers, administrators, staff, and the Specialized Services Team regularly connect with parents regarding student learning and behavior issues. Progress Reports and Report Card information is supplemented by weekly newsletters, letters from administration and various communications asking parents for their participation and feedback. 	
Bonding ----->			2	
	<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 a non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school typically maintains a welcoming environment for students and parents alike. The school works with parents to provide multiple, ongoing opportunities for them to be involved in their children's learning and school life--daily volunteering, fundraising, chaperoning, leading before and after school activities, workshops, dances and assemblies. An adult focus sometimes dominates over a student focus at school. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> The Counselor and Specialized Service Team coordinate resources for families in need. The school connects families to multiple resources when families encounter a need. 	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> All students are exposed to college and career choices on a general level through conversations with school personnel. Only middle school systematically approaches providing this information to students. 	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> The school provides students with opportunities to learn about academic expectations for college in an inconsistent manner. The school is continuing to work to craft a rigorous college-preparatory curriculum that will allow students to gain admission to the high school of their choice. 		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> The school organizes a variety of academic and extracurricular activities for students. Academic intervention programs join programs in sports, band, chess, yearbook, ballroom dance, battle of the books, model UN, etc. 		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> 8th graders take the selective enrollment, parochial high school entrance and EXPLORE assessments. All students take benchmark assessments each year which give them an indication of where they are performing relative to their grade-level peers. 	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A - Applies to high schools only.	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> The school reaches out to parents and students at various transition points to explain expectations and problem solve individual issues. PreK and Kindergarten classes implement a structured transition plan at the end of each year. Workshops, newsletters and conferences prepare parents for transition years. 	

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. 	<ul style="list-style-type: none"> •The school, through ongoing discussions and information gathering, matches discretionary resources to specific needs that teachers, staff, parents and leadership identify. •External partnerships exist with a variety of organizations including Right At School, Music Inc. (band provider) and the NPS PTA. •The school monitors resources carefully to make sure that they are maximized to help students achieve and exceed grade-level and growth expectations. 	
	Building a Team ----->			3
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> •Hiring needs are determined by a comprehensive assessment of student needs, staff capacity, scheduling priorities and CPS constraints. •Teachers provide input into the decision making process of hiring long-term faculty and staff. •The interview process typically consists of: a review of application materials, interviews, evidence of demonstrated teaching expertise and results, an assesment of teaching practice, reference checks and other measures. •Potential faculty teams are assembled by considering contributions that individuals can make to: student learning, collaboration, professional development and building classroom community. 	
Use of Time ----->			3	
	<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> •The schedule supports maximizing instructional time for all students. It also schedules ancillary classes during the afternoons--when student distraction tends to increase, especially for primary students. •Forty minutes of common teacher planning time exists for all grade levels each day. A common 45-minute duty-free lunch period may provide additional common planning time for teacher teams. •Struggling students receive intervention during small-group instruction in core courses and during after-school tutoring. 	

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

Norwood Park School is a neighborhood school focused on a core curriculum and committed to meeting students' individual academic and social-emotional needs. At Norwood Park School, we believe: Language Arts, Math, Science and Social Studies create the core of learning; physical activity, through daily recess, physical education and extracurriculars, are an integral part of every child's education; every student should graduate conversational in a world language; technology plays an important role in the life of a student; students should have access to rich and rigorous academic experiences that are tailored to individual needs; students should exceed test standards on a city, state and national level; and students should graduate prepared to gain admittance to their high school of choice, either public or private.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Use assessment data to identify individual students' reading learning needs and to plan responsive Common Core-aligned instruction that results in growth for each student.	Our dual goal for each of our students is that they perform at high levels of Reading achievement and that they show substantial growth during the course of the year. Benchmark/standardized test and value-add data in Reading reveal that showing and sustaining student growth from year to year has been a particular challenge for our school. Aligning reading instruction to CCSS and using assessment data to identify students' specific learning needs will allow us to plan more targeted instruction that will likely lead to increased growth for all students regardless of whether they are at the bottom, middle or top of their class.
2	Use assessment data to identify individual students' Math learning needs and to plan responsive Common-Core-aligned instruction that results in growth for each student.	Our dual goal for each of our students is that they perform at high levels of Math achievement and that they show substantial growth during the course of the year. Benchmark/standardized test and value-add data in Math reveal that showing and sustaining student growth from year to year has been a particular challenge for our school. Aligning math instruction to CCSS and using assessment data to identify students' specific learning needs will allow us to plan more targeted instruction that will likely lead to increased growth for all students regardless of whether they are at the bottom, middle or top of their class.

3	Teachers will effectively embed social-emotional learning, based on the Responsive Classroom framework, into daily instruction.	Because no school-wide approach to social-emotional learning currently exists, behavior expectations for students and classroom management techniques differ from classroom to classroom. Having an appropriate and consistent approach to social-emotional learning would maximize instructional time within each classroom and from year to year as children progress throughout the grades. It also would allow for more robust classroom communities to be built and sustained.
4	Optional	
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
Use assessment data to identify individual students' reading learning needs and to plan responsive Common Core aligned instruction that results in growth for each student.	Our dual goal for each of our students is that they perform at high levels of Reading achievement and that they show substantial growth during the course of the year. Benchmark/standardized test and value-add data in Reading reveal that showing and sustaining student growth from year to year has been a particular challenge for our school. Aligning reading instruction to CCSS and using assessment data to identify students' specific

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development re: Fountas & Pinnell Benchmark Assessment administration and scoring (for year 2 of F&P implementation)	Professional Development	All	Principal and teachers	Quarter 1	Quarter 1		
Professional development re: NWEA MAP Reading assessment data analysis (for year 2 of MAP implementation)	Professional Development	All	Principal and teachers	Quarter 1	Quarter 3		
Professional development re: responsive instructional planning based on reading assessment data	Professional Development	All	Principal and teachers	Quarter 1	On-going		
Parent workshop re: NWEA MAP Reading assessment components and data	Parental Involvement	All	Principal and teachers	Quarter 1	Quarter 1		
Parent workshop re: Reading CCSS components, vertical and horizontal alignment	Parental Involvement	All	Principal and teachers	Quarter 2	Quarter 2		
Purchase CCSS text exemplars or other CCSS-aligned complex text	Instructional Materials	All	Principal	Summer 2012	Summer 2012		
Professional Development re: planning CCSS-aligned units	Professional Development	All	Principal and teachers	Quarter 1	On-going		
Create unit plans aligned to Reading CCSS	Instruction	All	Teachers	Quarter 1	On-going		
Create common outcome assessments aligned to Reading CCSS	Instruction	All	Principal and teachers	Quarter 1	On-going		
Assess all K-8 students in non-fiction and/or fiction quarterly using Fountas & Pinnell Benchmark Assessment	Instruction	All	Teachers	Quarter 1	On-going		
Identify two comprehension strategies to focus instruction on quarterly school-wide	Instruction	All	Teachers	Quarter 1	On-going		
Purchase Comprehension Toolkit materials K-8	Instructional Materials	All	Principal	Summer 2012	Summer 2012		
Identify vocabulary/word work curricula	ILT/ Teacher Teams	All	Principal and teachers	Summer 2012	Quarter 2		



Strategic Priority 1

Purchase vocabulary/word work curricula	Instructional Materials	All	Principal	Quarter 3	Summer 2013		
Determine vocabulary/word work grade-level expectations and outcome assessments	ILT/ Teacher Teams	All	ILT	Summer 2013	Summer 2013		
Solidify grade-level sight word expectations and outcome assessments	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 2		
K-2 parent workshop re: DIBELS assessment components and data	Parental Involvement	All	Principal and primary teachers	Quarter 1	Quarter 1		
Provide after-school targeted reading support for students not meeting grade-level and/or growth expectations	After School/ Extended Day	Other student group	Teachers	Quarter 1	On-going		
Purchase online access to Reading website(s) to support differentiated instruction, homework, and summer at-home reading learning	Instructional Materials	All	Principal	Quarter 1	On-going		
Refine Reading Intervention/Acceleration block instruction	Instruction	All	Principal and teachers	Summer 2012	On-going		
Further develop shared Z drive on school's computer network that houses Reading materials	Instructional Materials	All	Teachers	Summer 2012	On-going		
Begin development of schoolwide Writing program aligned with CCSS	ILT/ Teacher Teams	All	Principal and teachers	Quarter 1	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Use assessment data to identify individual students' Math learning needs and to plan responsive Common-Core-aligned instruction that results in growth for each student.	Our dual goal for each of our students is that they perform at high levels of Math achievement and that they show substantial growth during the course of the year. Benchmark/standardized test and value-add data in Math reveal that showing and sustaining student growth from year to year has been a particular challenge for our school. Aligning math instruction to CCSS and using assessment data to identify students' specific learning

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development re: NWEA MAP Math assessment data analysis (for year 2 of MAP implementation)	Professional Development	All	Principal and teachers	Quarter 1	On-going		
Professional development re: responsive instructional planning based on Math assessment data	Professional Development	All	Principal and teachers	Quarter 1	On-going		
Parent workshop re: NWEA MAP Math assessment components and data	Parental Involvement	All	Principal and teachers	Quarter 2	Quarter 2		
Parent workshop re: Math CCSS components, vertical and horizontal alignment	Parental Involvement	All	Principal and teachers	Quarter 3	Quarter 3		
Purchase Math instructional materials aligned to CCSS	Instructional Materials	All	Principal	Summer 2012	On-going		
Professional development re: new CCSS-aligned math instructional materials	Instructional Materials	All	Principal	Summer 2012	On-going		
Identify CCSS Math fact and computation expectations by grade level	Instruction	All	Teachers	Summer 2012	Summer 2012		
Create common outcome assessments aligned to Math CCSS fact and computation expectations	Instruction	All	Teachers	Summer 2012	Summer 2012		
Identify Math MAP-aligned instructional materials	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Provide after-school targeted math support for students not meeting grade-level and/or growth expectations	After School/ Extended Day	Other student group	Teachers	Quarter 1	On-going		
K-2 parent workshop re: mCLASS assessment components and data	Parental Involvement	All	Principal and primary teachers	Quarter 1	Quarter 1		
Purchase online access to math website(s) to support differentiated instruction, homework, and summer at-home math learning	Instructional Materials	All	Principal	Quarter 1	On-going		



Strategic Priority 2

Refine Math Intervention/Acceleration block instruction	Instruction	All	Principal and teachers	Summer 2012	On-going		
Further develop shared Z drive on school's computer network that houses Math materials	Instructional Materials	All	Teachers	Summer 2012	On-going		



Strategic Priority 3

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

Strategic Priority Description	Rationale
Teachers will effectively embed social-emotional learning, based on the Responsive Classroom framework, into daily instruction.	Because no school-wide approach to social-emotional learning currently exists, behavior expectations for students and classroom management techniques differ from classroom to classroom. Having an appropriate and consistent approach to social-emotional learning would maximize instructional time within each classroom and from year to year as children progress throughout the grades. It also would allow for more robust

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Overview professional development re: components of Responsive Classroom	Professional Development	All	PD provider and Teachers	Summer 2012	Summer 2012		
Detailed professional development for first 4 core practices of Responsive Classroom	Professional Development	All	PD provider and Teachers/Staff	Quarter 1	Quarter 1		
Detailed professional development for next 3 core practices of Responsive Classroom	Professional Development	All	PD provider and Teachers/Staff	Quarter 2	Quarter 2		
Detailed professional development for final 3 core practices of Responsive Classroom	Professional Development	All	PD provider and Teachers/Staff	Quarter 3	Quarter 3		
Professional development re: effective reminding, reinforcing, and redirecting teacher lanugage	Professional Development	All	PD provider and Teachers/Staff	Summer 2012	On-going		
Purchase Responsive Classroom, First 6 Weeks and Power of our Words books to support professional development	Supplies	Not Applicable	Principal	Summer 2012	Summer 2012		
Parent workshop to introduce Responsive Classroom social-emotional learning approach	Parental Involvement	All	Teachers and parents	Quarter 1	Quarter 1		
Parent workshops to deepen understanding of Responsive Classroom social-emotional learning approach	Parental Involvement	All	Teachers and parents	On-going	On-going		
Observation opportunities in classrooms successfully implementing Responsive Classroom practices	Professional Development	All	Principal and Teachers	Quarter 1	On-going		
Implement Morning Meeting in all classrooms	Instruction	All	Teachers	Quarter 1	On-going		
Implement first 4 core practices in all classrooms	Instruction	All	Teachers	Quarter 1	Quarter 2		
Implement next 3 core practices of Responsive Classroom in all classrooms	Instruction	All	Teachers	Quarter 2	Quarter 4		
Implement final 3 core practices of Responsive Classroom in all classrooms	Instruction	All	Teachers	Quarter 3	Year 2		
Refine implementation of all 10 Responsive Classroom practices	Instruction	All	Teachers	Year 2	Year 2		



Strategic Priority 3



Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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