



2012-2014 Continuous Improvement Work Plan

West Park Elementary Academy

Garfield-Humboldt Elementary Network

1425 N Tripp Ave Chicago, IL 60651

ISBE ID: 150162990252908

School ID: 610100

Oracle ID: 24721



Mission Statement

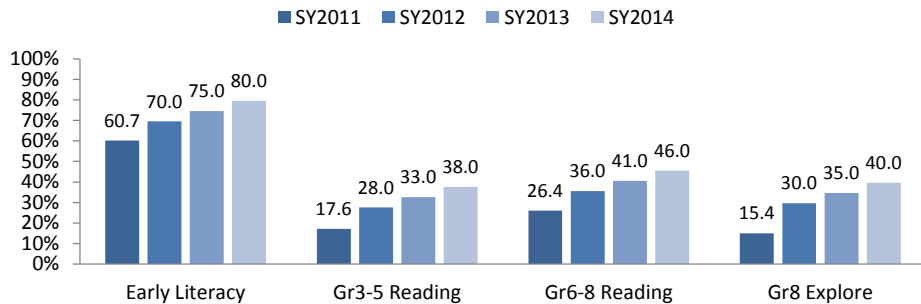
The Mission of West Park Academy of Fine Arts & Technology is to promote literacy improvement for all students while encouraging students, parents, & community members to become lifelong learners. All students will be provided a challenging academic program emphasizing reading improvement, use of current technologies, and the arts in a diverse and safe learning environment.

Strategic Priorities

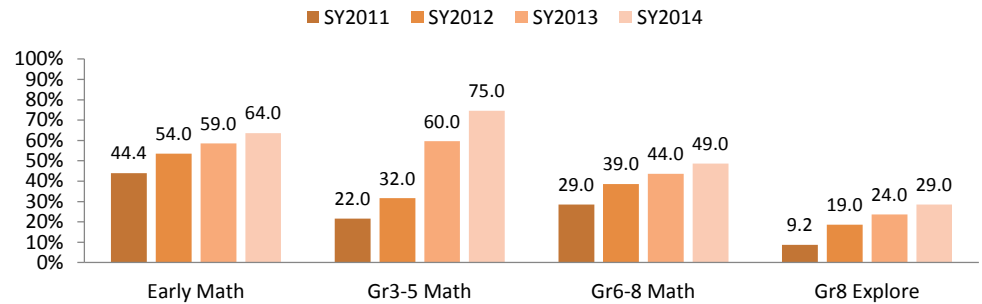
1. Priority one is to promote Literacy & Reading Improvement for all students while encouraging students and their families to become life long learners. We will align Common Core Standards in grades K-8 to curriculum mapping and/or planned lessons to ensure CCSS implementation with fidelity.
2. Priority two is given to Math Improvement for all students while encouraging students and their families to become life long learners. We will align Common Core Standards in grades K-8 to curriculum mapping and/or planned lessons to ensure CCSS implementation with fidelity.
3. Priority three is given to Science and Technology improvement for all students while encouraging students and their families to become life long learners. We will align Common Core Standards in grades K-8 to curriculum mapping and/or planned lessons to ensure CCSS implementation with fidelity.
4. Priority four is given to increase Family and Community Engagement while encouraging students and their families to become life long learners.

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:	West Park Elementary Academy

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
Saundra Jones	Principal
Joyce Booker-Thomas	Assistant Principal
Chris Yahn	Special Education Faculty
Peter Gyorffy	Classroom Teacher
Alison Lazaar	Classroom Teacher
Pamela Chambers	Classroom Teacher
Betsy Gordils	ELL Teacher
Mariefrancine Kolodziej	Classroom Teacher
Alicia Gregorio	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	60.7	70.0	75.0	80.0		Early Math % of students at Benchmark on mClass	44.4	54.0	59.0	64.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.6	28.0	33.0	38.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	22.0	32.0	60.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	39.2	53.0	66.0	80.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	37.3	55.0	73.0	90.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.4	36.0	41.0	46.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	29.0	39.0	44.0	49.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.2	61.2	66.2	71.2		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.2	71.0	76.0	81.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	15.4	30.0	35.0	40.0		Explore - Math % of students at college readiness benchmark	9.2	19.0	24.0	29.0



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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	93.7	95.0	96.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	16.3	14.0	12.0	10.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	58.6	69.0	74.0	79.0		ISAT - Reading % of students exceeding state standards	6.9	15.0	20.0	13.0
ISAT - Mathematics % of students meeting or exceeding state standards	66.8	77.0	82.0	87.0		ISAT - Mathematics % of students exceeding state standards	10.8	13.0	15.0	17.0
ISAT - Science % of students meeting or exceeding state standards	58.4	68.0	73.0	78.0		ISAT - Science % of students exceeding state standards	5.8	8.0	10.0	15.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			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>~Administrators in collaboration with ILT meet regularly [weekly] to engage in data analysis that drive strategic implementation of targeted instructional needs by grade level and/or school-wide. Based on these needs, teachers create lesson plans using state/Common Core Standards.</p> <p>The ILT/Admin have identified school-wide targeted instructional needs.</p> <p>Teachers work in grade level teams during common planning periods to develop lessons using identified curriculum and common core standards.</p> <p>~ We are still developing our knowledge of Common Core Standards.</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>~ This year [2011-2012] there is a newly developed ILT team that is active, meeting weekly to determine strengths and weaknesses in instructional practices based on data analysis.</p> <p>~During weekly grade level meetings teachers are given the opportunity to discuss student growth, areas of weakness in their instructional practices and associated professional development [PD]needed to reinforce practices.</p> <p>~Teachers are informed of PD available on/off site. PD funding is included in budgetary considerations. Each grade level team provides documented minutes of meeting discussions. Teachers who attend PD share information with colleagues during weekly grade level meetings and/or PD days expanding staffs' professional learning and leadership capacity. Activities are documented on PD agendas.</p> <p>~Classroom observations, building walkthroughs and informal visitations provide ongoing opportunities for formal and informal feedback by the administrative team.</p> <p>~There is school-wide use of internal communications using Yahoo</p>	

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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>ILT members consist of: principal, asst. principal, Bilingual coordinator, special ed resource, reading specialist, math, science, curriculum, primary, intermediate and upper grade teachers/cycles are all fully represented giving voice and leadership to the decision making proocess. The team is highly functioning, meets weekly and/or as scheduled.</p> <p>ILT communicates findings to teachers teams. All teachers participate in teacher teams. Each grade level has a grade level chair. Teachers are members of the following teams/committees and or leadership area: ILT, Data Team, SIPAAA/CIWP, mentor teacher, Bilingual coordinator, curriculum, PBIS/RTI Team, union representative and grant writers.</p> <p>~Teachers provide input in grade level and staff meetings as evident form grade level minutes.</p> <p>~ILT identifies teacher and grade level weaknesses based on students outcomes. Information is used to determine teachers' strenghts and weaknesses which provides support for professional development in targeted areas. Teachers attend targeted professionaI development and off-site school visits; they are encouraged to sharebest practices at grade level and whole staff meetings.</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>~The ILT members are representative of the school. It consist of the principal, asst. principal, bilingual coordinator, special ed resource, two reading specialist, math, science, curriculum, primary, intermediate and upper grade teachers/cycles are all fully represented giving voice and leadership to the decision making process. The team is highly functioning, meets weekly and/or as scheduled.</p> <p>~ILT data analysis inform all grade levels of strengths and weaknesses and provides recommendations for improvement.</p> <p>~ILT communicates findings to teacher teams. All teachers participate in teacher teams during common grade level meetings. Each grade level has a grade level chair. Teachers discuss strategic plans for targeted improvement that is included in grade level and ILT minutes.</p> <p>~ILT initial reflections was in collaboration with GHN -PM sessions during the fall of 2011-2012 school year. As the team continued developmental growth, weekly meetings included reflective discussions on improvement as a team.</p> <p>~The ILT performs analysis of various sources of student outcome</p>	
<p>Monitoring and adjusting -----></p>			2
<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>~Teachers are encouraged to provide input in grade level and staff meetings as evident from grade level minutes.</p> <p>ILT identifies teacher and grade level weaknesses based on students' outcomes from various assessment sources. Info is used to determine teachers' strenghts and weaknesses which provides support for PD in targeted areas. Teachers attend targeted PD, school visits and GHN coachs provide modeling and suggestions for improvement. Admins monitor/observe instruction providing feedback for targeted improvement.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>~Grades 3-8 teachers follow pacing guides according to GHN calendar for reading, math and science which aligns with standards and performance descriptors. Grades 5, 6, 7, 8 are departmental and engage in specialty core subject planning aligned with state/CCS standards.</p> <p>~Grade levels 2, 3, 4, engage in grade level core subject areas' lesson planning during common preparation periods. State/Common Core Standards[CCS] used are consistent within grade levels.</p> <p>~Curriculum used school-wide is grade level appropriate. Students are provided independent reading materials according to F& P Lexil Levels to encourage reading enjoyment.</p> <p>~Teachers of students with disabilities and ELLs engage in lesson planning with general education teachers. All teachers' lessons include accommodations for special ed and ELL students.</p> <p>~More PD is needed in using Common Core Standards year long scope and sequence mapping.</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>~ Instructional materials are uniform at each grade level; K-5 has Reading Street and grades 6,7,8 engage in reading novel sets.</p> <p>~Grades K-8 receive Scholastic Magazines and have access to the leveled reading bookroom. Uniformed instructional materials are provided for students with disabilities and ELLs at each grade level.</p> <p>~As we are still aligning our curriculum needs with CCS, we need to inventory and adjust instructional materials accordingly.</p> <p>~We need more focused curriculum support for school-wide ESL implementation K-8.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<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>~All teachers are required to have organized data binders and student portfolios which provides evidence of continuous improvement. Data binders are accessible in classrooms and data walls are visible, posted are ARS17/Reading-DEBILS/IDEL, AMAT/Math-MClass, ASA/Science, ASWD/Primary Vocabulary and F&P Reading Levels.</p> <p>~Each grade level uses various formative assessments including above and not limited to Scantron/NWEA, Achieve 3000 and summative ISAT to pre/post assess student needs and monitor improvement.</p> <p>~Assessment examples are evident in student portfolios and/or posted in classroom and hallways through-out the school. Student work included and posted are extended/constructed responses, observations/feedback to student work, chapter/unit test, student created books, powerpoint presentations and posters in all core subjects.</p> <p>~Lesson plans include accommodations/modifications for students with disabilities and ELLs, but are not implemented with fidelity.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>~Classroom teachers are required to have objectives easily visible to students and visitors. Learning objectives and relevance are required student/teacher discussions.</p> <p>~High level student work and questioning is encouraged.</p> <p>~Each teachers' lesson plans reveal standards based objectives and activities.</p> <p>~Teachers are required to scaffold instruction and adjust reteaching until mastery is met. Mastery is posted using "I Can Statements".</p> <p>~Each teacher uses various formative assessments to monitor progress as evident in data binders.</p> <p>~Data discussions with students need to be engaged with fidelity school-wide.</p> <p>~High level student work, questioning and instructional rigour needs improvement at some grade levels according to student outcomes.</p> <p>~More coaching, monitoring, feedback and PD is needed to support targeted teachers in identified areas of weakness.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>~School-wide formative assessments are planned, scheduled and implemented in accordance with local school, GHN and/or district requirements.</p> <p>~Kindergarten engages in pre-screening testing while grade 1, 2 use DEBILS, TRC, BURST and Mclass to assess students' learning needs. Grades 3-8 use various forms of planned formative assessments. Data binders are accessible in classrooms and data walls are visible which post ARS17/Reading-DEBILS/IDEL, AMAT/Math-MClass, ASA/Science, ASWD/Primary Vocabulary, F&P Reading Levels, Scantron/NWEA, Achieve 3000 and summative ISAT to pre/post assess student needs and monitor improvement.</p> <p>~Teachers use assessment data to identify student deficiencies and skill groups accordingly. Small group instruction is provided as outlined in lesson plans.</p> <p>~ILT analyzes teacher and grade-level progress according to</p>	
	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>~ILT data analysis informs all grade levels of school-wide strengths and weaknesses and provides recommendations for improvement. Teachers' PD needs are gathered from the ILTs' data review. Teachers are encouraged to share their learnings at grade level and whole school staff meetings.</p> <p>~ILT communicates findings to teacher teams. All teachers participate in teacher teams at common grade level meetings. Each grade level has a grade level chair. Teachers discuss strategic plans for targeted improvement that is included in grade level and ILT minutes.</p> <p>~The ILT performs analysis of various sources of student outcome</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>~Teachers work in grade level teams during common planning periods to develop lessons using identified curriculum and common core standards that target student deficits.</p> <p>~Primary teachers K-2 engage in scheduled progress monitoring . Progress monitoring in grades 3-8 are engaged following various formative assessments. Coaches from GHN provide modeling and support in areas of need.</p> <p>~Administrators in collaboration with ILT meet regularly [weekly] to engage in data analysis that drive strategic implementation of targeted instructional needs by grade level and/or school-wide. Info is shared with teacher teams. Based on these needs, all teachers create lesson plans using state/common core standards. The ILT/Admin have identified school-wide targeted instructional needs that are included in ILT meeting minutes.</p> <p>~Grade level teachers teams are inclusive of special education and bilingual teachers.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>~The ILT identifies strengths and weaknesses at grade and teacher level. Specific teachers are targeted for support based on low student data outcomes.</p> <p>~Teacher retention rate is high. New teachers are added due to student population growth. New teachers are provided with a WPA mentor teacher and Admin support.</p> <p>~Teachers' targeted PD needs are determined by ILT student outcome data analysis in core subjects. PD on/off site is recommended planned and scheduled in some cases.</p> <p>~Teachers receive feedback from GHN coaches and admins lesson plan reviews and observations.</p> <p>~Teachers plan in grade level teams.</p> <p>~More scheduled monitoring, feedback and coaching is needed.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>~About 80% of teachers participate in before/after school activities, 100% of Teachers' aids [ESPs] and two security officers participate in the After School All Stars program.</p> <p>~Students in grades 2-8 are encouraged to participate in before/after school SES tutoring and/or All Stars activities: Martial Arts, Photography, Science Club, Career Writing, Upper grade Art, Dance, Spanish Language, College to Careers -Male/Female grooming, 8th grade dinning Etiquette and team sports.</p> <p>~Student Council gives voice to the school-wide student population and "My Voice" is administered to upper grade students.</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>~Admins and the school counselor solicit outside support for students at risk of failure and who are experiencing extreme social emotional concerns. The YMCA mentors targeted male students and we have a partnership with Violence Prevention Specialist for our upper grade students. High numbers of staff members participate in before/after school activities, including off campus competitions and awards celebrations as verified by sign-in and payroll distribution.</p> <p>~Visitors report that the school climate is rated high and as evident by low incidents of severe misconduct [Levels 5&6]</p> <p>~Students with disabilities are encouraged to attend all school activities as evident by program activity rosters.</p> <p>~More focus needed in continuing RTI.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>~The Student Code of Conduct is reviewed yearly for updates by Admin and security officers with all staff and students in grades 3-8. The policy is followed according to contents. Positive Behavior Interventions [PBIS] is engaged when ever possible. Restorative justice practices and community service projects are favored over out-of-school suspensions.</p> <p>~Admin and schools' security officers work collaboratively to ensure timely updates to Verify systems. The school employs two security officers and one off duty Chicago Police Officer to ensure a safe</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 ----->			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. 	<p>~Parents are provided with school performance information during open house which is held in October of each new school year and during report card pick-up.</p> <p>~Teachers discuss student performance and expectations during open house, report card pick-up and ongoing through-out the school year as needed. Parents are presented with students' portfolios as examples of student progress.</p> <p>~At the end of each school year teachers engage in vertical articulation and students are escorted to their next grade during a school-wide exploration day prior to the last day of school.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers discuss student performance and expectations during open house, report card pick-up and ongoing through-out the school year. This is done in person, through written communication using e-mail, postal delivery and phone calls. Parents are encouraged to use the "Parent Portal" to view their children's grades etc.</p> <p>~Provide more education for parents on how to use CPS technologies that are available to parents.</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>~ The school provides engaging activities and programs for parental involvement: PTO, BAC, NCLB.</p> <p>~The school provides parent recognition activities such as mothers' day breakfast, father-daughter dinner, holiday assemblies and school-wide ongoing grade level parental engagement activities.</p> <p>~Some grade levels provide special performances such as poetry cafe, tribal weddings, Dr. Suess day and others where parents are invited to attend. Parents are also solicited to accompany students on field trips and chaperon other school functions.</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 ----->			3
	<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. 	<p>~The attendance clerk in collaboration with the schools' security officers make frequent home visits when students are not in attendance according to policy.</p> <p>~We need to find more ways to improve the attendance rate. In school suspensions and attendance incentives is encouraged. Explore Walking School Bus acquisition.</p>	
	College & Career Exploration and election ----->			4
	<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. 	<p>~The school ensures that 8th grade students participate in high school open house of interest. Various high school representatives are invited to West Park to meet with parents and students during high school articulation days.</p>	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>~The school ensures that 8th grade students participate in the Explore practice test in February 2012. Cambridge Educational Services provided an analysis of results. Teachers used data results to prepare students for the post test in May 2012. Students engage in computer based instruction targeting deficits three times a week. Teachers provide instruction using GHN recommended curriculum in English, Reading, Science and Math.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Students are encouraged to participate in before/after school activities. High numbers [85%]of all staff members participate in before/after school activities, including off campus competitions and awards celebrations as verified by sign-in and payroll distribution.</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
DIMENSIO	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. 	~The school encourages parents to visit high schools' of interest and inform them of open house dates. ~We will explore providing algebra classes for 8th grade students.	
	College & Career Admissions and Affordability ----->			4
	<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. 	~The counselor ensures that students and their families are informed of high school choices including Charter High Schools.	
Transitions ----->			4	
	<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. 	~The school provides for vertical articulation periodically throughout the school year. Primary K-2 meet as a team to discuss skill requirements at the next level. Prior to the end of school year students are allowed to visit the next grade level during promotion articulation day. This is done with teacher supervision. ~The counselor provides individual guidance to each 8th grade student upon request or need to assist with high school applications and choices.	

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>~School bugetary concerns are aligned with identified priorities based on students academic needs.</p> <p>~Grant funding is acquired for After School All Stars activities. Teachers have acquired grant funding through Donors Choice.</p> <p>~There is beginning stages of school-wide culture focused on data analysis to ensure that all students are progressing. With increased focus being given to 8th grade career readiness activties such as dinning and grooming etiquette.</p> <p>~We need to expand career readiness activities to all grade levels with grade level appropriate focused programs.</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>~Staffing needs are realized according to an increase or decrease in student population.</p> <p>~The school ensures that upward mobility is considered within first. Prior substitute teachers have been moved to full time teaching and/or school clerk and parent/community volunteers have been selected for teacher aids. Lunchroom porter has been promoted to special ed teachers' aid.</p> <p>~When teacher vacancies become available select grade level and/or core subject teachers participate in the interview process. Teacher recommendations are encouraged.</p> <p>~We need to develop written hiring protocol and interview questions.</p>	
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. 	<p>~Special needs resource teachers and general education teachers collaborate to ensure individual learning plans for struggling students and students with disabilities.</p> <p>~All teachers have common preparation periods that include special needs teachers.</p> <p>~Students with disabilities are provided with scheduled academic and social services according to their IEPs.</p> <p>~We need to increase our assistance for struggling students who are at risk of failure by being proactive and attending to RTI needs with</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

The Mission of West Park Academy of Fine Arts & Technology is to promote literacy improvement for all students while encouraging students, parents, & community members to become lifelong learners. All students will be provided a challenging academic program emphasizing reading improvement, use of current technologies, and the arts in a diverse and safe learning environment.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Priority one is to promote Literacy & Reading Improvement for all students while encouraging students and their families to become life long learners. We will align Common Core Standards in grades K-8 to curriculum mapping and/or planned lessons to ensure CCSS implementation with fidelity.	By End of School Year [EOY] we will increase Literacy Performance levels by 10% in grades 3-8 as verified by ISAT 2012 EOY results. Currently grades 3-8 EOY [2011] scores are 58.6%, we will increase to 69% by EOY 2012. Grades K-2 Early Literacy academic improvement will be measured by EOY Benchmark on DIBELS & IDEL. Currently [2011] Grades K-2 scores are 60.7%, we will increase to 70% by EOY 2012.
2	Priority two is given to Math Improvement for all students while encouraging students and their families to become life long learners. We will align Common Core Standards in grades K-8 to curriculum mapping and/or planned lessons to ensure CCSS implementation with fidelity.	By End of School Year [EOY] we will increase Math Performance levels by 10% in grades 3-8 as verified by ISAT 2012 EOY results. Currently grades 3-8 EOY [2011] scores are 66.8%, we will increase to 77% by EOY 2012. Grades K-2 Early Math academic improvement will be measured by EOY Benchmark on MClass. Currently [2011] Grades K-2 scores are 44.4%, we will increase to 54% by EOY 2012.
3	Priority three is given to Science and Technology improvement for all students while encouraging students and their families to become life long learners. We will align Common Core Standards in grades K-8 to curriculum mapping and/or planned lessons to ensure CCSS implementation with fidelity.	By EOY we will increase Science Performance levels by 10% in grades 3 - 8. Special focus will be given to grades 4 and 7 in preparation for ISAT. Currently grades 3-8 EOY Science scores are 58.4%, we will increase to 68.0% by EOY 2012. By EOY 2012 we will increase use of Computer Based Technology from once a week [2011] to two times a week in grades 3-8.
4	Priority four is given to increase Family and Community Engagement while encouraging students and their families to become life long learners.	By EOY we will increase parent and community involvement by implementing new strategies and adding more parent centered programs. Students' attendance will increase from 93.7% [2011] to 95.0% EOY [2012].
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
Priority one is to promote Literacy & Reading Improvement for all students while encouraging students and their families to become life long learners. We will align Common Core Standards in grades K-8 to curriculum mapping and/or planned lessons to ensure CCSS implementation with fidelity.	By End of School Year [EOY] we will increase Literacy Performance levels by 10% in grades 3-8 as verified by ISAT 2012 EOY results. Currently grades 3-8 EOY [2011] scores are 58.6%, we will increase to 69% by EOY 2012. Grades K-2 Early Literacy academic improvement will be measured by EOY Benchmark on DIBELS & IDEL. Currently [2011] Grades K-2 scores are 60.7%, we will increase to 70% by EOY 2012.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Beginning 2012-13 school year students will engage in developed lessons and activities focused on non-fiction text at least three [3] times per week as reflected in teachers' lesson plans. Administrators will monitor lesson plans & instruction weekly. Student engagement will be observed weekly by an administrator who will visit classrooms.	Instruction	All	Teachers/Admin	Summer 2012	Quarter 1		
Provide Reading/Language Arts Support [Specialist].	Staffing	All	Teachers	Summer 2012	Summer 2013		
Beginning 2012-13 school year Reading/ Language Arts instructional time will increase by 30 minutes as reflected in Full School Day Plans [FSD]..	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 4		
Beginning 2012-13 school year schoolwide usage of subscriptions' fees will increase as we intergrate Common Core Standards' requirements, increase usage of computer based programs and internet research.	Instructional Materials	Not Applicable	Teachers	Summer 2012	Summer 2012		
Begining 2012-13 grade level teams will meet monthly specifically to review assessment data to develop target lessons based on data review. Outcome of data review will be detailed in grade level minutes, EOY Scantron, EOY Dibels, 2012 ISAT. Grade Level Teams will analyze data to create lessons during Professional Development Days prior to students' start date.	ILT/ Teacher Teams	Not Applicable	Teachers	Summer 2012	Quarter 4		



Strategic Priority 1

Provide Extended day Reading Support Specialist [K-4].	Instruction	Other student group	Teachers	Quarter 2	Quarter 4		
Beginning 2012-13 school year all lesson plans' templates will be updated to include Common Core Standards, Instruction, Activities, Assessments and Rubrics. Administrator[s] will monitor template development and review lesson plans weekly.	ILT/ Teacher Teams	Not Applicable	Teachers	Summer 2012	Quarter 4		
School admins monitor lesson plans including Common Core Standards and instructional delivery through ongoing observations.	Instruction	Not Applicable	Admin	Quarter 1	Quarter 4		
Recognize and celebrate EOY reading achievements.	ILT/ Teacher Teams	All	Teachers/Admin	Quarter 4	Quarter 4		
Provide Reading/Language Arts Professional development.	Professional Development	Not Applicable	Admin/ILT	Summer 2012	Quarter 4		
Provide Bilingual instructional materials [K-4].	Instructional Materials	English Language Learners	Admin/Budgeting	Summer 2012	Summer 2012		
Provide Pre-K instructional materials and supplies.	Instructional Materials	Other student group	Admin Budgeting	Summer 2012	Summer 2012		
Provide Bilingual instructional support for grades K-4 - ESP].	Staffing	English Language Learners	Admin Budgeting	Summer 2012	Summer 2013		



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
Priority two is given to Math Improvement for all students while encouraging students and their families to become life long learners. We will align Common Core Standards in grades K-8 to curriculum mapping and/or planned lessons to ensure CCSS implementation with fidelity.	By End of School Year [EOY] we will increase Math Performance levels by 10% in grades 3-8 as verified by ISAT 2012 EOY results. Currently grades 3-8 EOY [2011] scores are 66.8%, we will increase to 77% by EOY 2012. Grades K-2 Early Math academic improvement will be measured by EOY Benchmark on MClass. Currently [2011] Grades K-2 scores are 44.4%, we will increase to 54% by EOY 2012.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Beginning the 2012-13 school year students will engage in lessons and activities centered around measurement and probability at least 3 times per week as reflected in teachers' lesson plans. This activity will continue until mastery is reached. Admin will check for mastery quarterly and review lesson plans weekly.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Provide Everyday Math text books and consumables for primary and/or intermediate grades [K-2/3-5].	Instructional Materials	Other student group	Admin/Budgeting	Summer 2012	Quarter 1		
Beginning the 2012-13 school year Grade Level Teams will meet monthly specifically to review assessment data to develop target lessons based on data review. Outcome of data review will be detailed in grade level minutes focused on EOY Scantron, Dibles/IDEL, MClass and ISAT.	ILT/ Teacher Teams	Not Applicable	ILT/Teacher Teams	Summer 2012	Quarter 4		
Beginning the 2012-13 school year all lesson plan templates will be updated to allow for inclusion of Common Core Standards, instruction, activities, assessments and rubrics.	ILT/ Teacher Teams	Not Applicable	ILT/Teacher Teams	Summer 2012	On-going		
Beginning the 2012-13 school year Math instructional time will be increased by 30 minutes as reflected in FSD.	ILT/ Teacher Teams	Not Applicable	Admin/Scheduling	Quarter 1	Quarter 4		



Strategic Priority 2

Beginning 2012-13 school year provide for Math Thematics instructional materials [text, consumables, etc.] for upper grade students to better align their curriculum with Common Core Standards.	Instructional Materials	Other student group	Admin/Budgeting	Summer 2012	Quarter 1		
Provide for Math Coach Books.	Instructional Materials	All	Admin/Budgeting	Summer 2012	Quarter 1		
Provide for Mathematics Professional Development.	Professional Development	Not Applicable	Admin/Budgeting	Summer 2012	Quarter 4		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Priority three is given to Science and Technology improvement for all students while encouraging students and their families to become life long learners. We will align Common Core Standards in grades K-8 to curriculum mapping and/or planned lessons to ensure CCSS implementation with fidelity.	By EOY we will increase Science Performance levels by 10% in grades 3 - 8. Special focus will be given to grades 4 and 7 in preparation for ISAT. Currently grades 3-8 EOY Science scores are 58.4%, we will increase to 68.0% by EOY 2012. By EOY 2012 we will increase use of Computer Based Technology from once a week [2011] to two times a week in grades 3-8.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Beginning 2012-13 school year students will engage in lessons and activities focused on identified deficits after ISAT data review for grades 4 and 7. Other grade levels will use teacher developed assessment tools.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Beginning 2012-13 school year grade level teams will meet monthly specifically to review assessment data to develop target lessons based on data review. Outcome data review will be detailed in grade level minutes.	ILT/ Teacher Teams	All	Teacher Teams	Quarter 1	Quarter 4		
Beginning 2012-13 school year lesson plan templates will be upgraded to allow for inclusion of Common Core Standards, instruction activities, assessments and rubrics.	Instructional Materials	All	Teacher Teams	Summer 2012	Quarter 4		
Beginning 2012-13 school year increase the utilization of technology from once a week to twice a week for forty [40] minutes using computer based programs, Achieve 3000 [3-8], and Imagine Learning [PreK, Special Ed, ELL]. Administrator [s] will create schedules to meet student needs. Computer inventory and maintenance may require purchase orders to meet twice a week request.	Equipment/ Technology	All	Admin/Schedules/ Subscriptions/ Purchase Orders	Quarter 1	Quarter 4		



Strategic Priority 3

Beginning the 2012-13 school year increase the utilization of technology from once a week to twice a week for 40 minutes using computer based programs Study Island to improve Math skills in Grades 2-6.	Equipment/ Technology	Other student group	Admin/Schedules/Su bscriptions/ Purchase Orders	Quarter 1	Quarter 4		
Provide Computer Tech Classes for students in grades 3-8- Full School Day preparation period [ESP].	Staffing	Other student group	Admin/Budget	Summer 2012	Summer 2013		



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
Priority four is given to increase Family and Community Engagement while encouraging students and their families to become life long learners.	By EOY we will increase parent and community involvement by implementing new strategies and adding more parent centered programs. Students' attendance will increase from 93.7% [2011] to 95.0% EOY [2012].

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase student recognition days from once yearly to quarterly, including awards assemblies and student of the month.	Parental Involvement	All	Admin/Scheduling	Quarter 1	Quarter 4		
Continue to expand honor roll breakfast for students with their parents by 10%.	ILT/ Teacher Teams	All	Admin/Planning	Quarter 2	Quarter 4		
Provide monthly newsletter for parents from each grade level that will include student achievements, events, books to read, parenting tips and principal's quotes for the month.	Supplies	All	Teachers/Admin Planning	Summer 2012	Quarter 4		
Provide incentives for the classrooms with the highest parental involvement.	Parental Involvement	All	Admin/Supplies Incentives	Quarter 2	Quarter 4		
Conduct parental surveys to determine areas of interest. Provide on-site training in areas of interest.	Parental Involvement	All	Admin/PTO/LSC/	Quarter 1	Quarter 4		
Provide for Full School Day Compliance including Recess Program and additional staffing.	LSC/ PAC/ PTA	All	Admin/Budgeting	Summer 2012	Summer 2013		
Reactivate "Walking School Bus" and Parent Patrol.	Parental Involvement	All	Admin/Budgeting	Quarter 1	Quarter 4		
Provide for an Attendance Clerk to improve student and family engagement.	Staffing	Not Applicable	Admin/Budgeting	Summer 2012	Summer 2013		



Strategic Priority 4

Provide for a Business Mgr. or Oper. Off.[.05] to improve student/family engagement in Fund Raising, PTO activities, Field Trips, Tech. Inventory and School-wide Budgeting activities. Admin will monitor and approve all expenditures.	Staffing	Not Applicable	Admin/Budgeting	Summer 2012	Summer 2013		



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