Richard J Oglesby Elementary School

Englewood-Gresham Elementary Network

7646 S Green St Chicago, IL 60620

ISBE ID: 150162990252381

School ID: 610102

Oracle ID: 24741

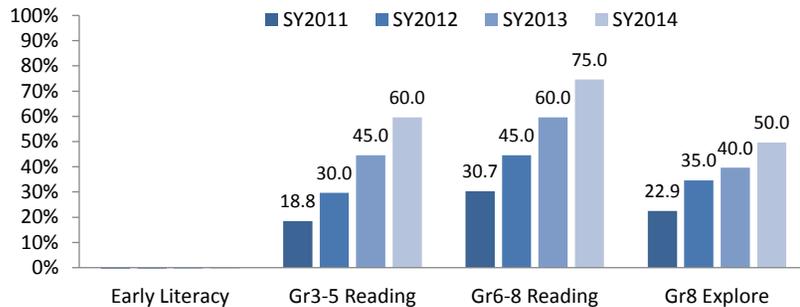CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Richard J. Oglesby is a high quality educational institution that is committed to being a school of choice. We will create technology literate, critical thinking global leaders that are life-long learners and give back to their community. We will provide all of our students with a rigorous and challenging instructional program that will equip them with the necessary tools to make a smooth transition from elementary to high school to college and career readiness.
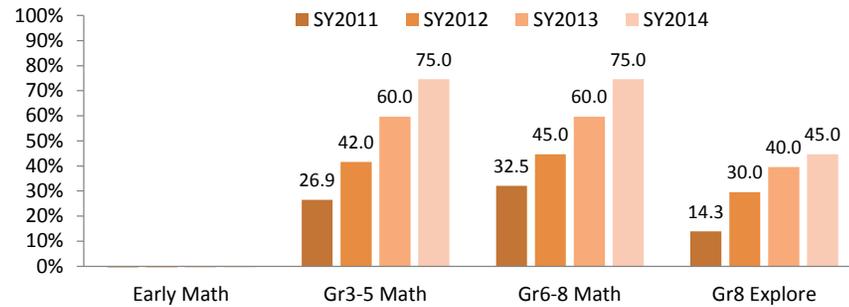
Strategic Priorities

1. Increase teacher capacity by improving instructional practices and teacher support through professional development, individual professional growth plans, peer observations, and feedback from formal and informal observations.

2. Teachers will deliver Common Core aligned instruction supported by high quality texts and materials for literacy and mathematics.

3. Increase our staff and student attendance rate and maximize instructional time on task by reaching a daily attendance rate of 97%

4. Provide reading and math intervention to students indentified as "at risk" according to assessment data and cumulative academic history.

5. Develop a positive and proactive school-wide behavior management plan that maximizes instructional time and encourages parent support.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Literacy
- Gr3-5 Reading: 18.8, 30.0, 45.0, 60.0
- Gr6-8 Reading: 30.7, 45.0, 60.0, 75.0
- Gr8 Explore: 22.9, 35.0, 40.0, 50.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

- Early Math
- Gr3-5 Math: 26.9, 42.0, 60.0, 75.0
- Gr6-8 Math: 32.5, 45.0, 60.0, 75.0
- Gr8 Explore: 14.3, 30.0, 40.0, 45.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

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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:	Richard J Oglesby 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
Rolland Jasper	Principal
Ranada Johnson	Assistant Principal
Denise Davis	Special Education Faculty
Benita Green	LSC Member
Charity Carter	Classroom Teacher
Gail Pippion	Classroom Teacher
Charmaigne Smith	Classroom Teacher
Adrienne Keiner	Classroom Teacher
Angela Lampkin	Classroom Teacher
Mrs. Carter	LSC Member
Ms. Greenwood	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	NDA	NDA	NDA	NDA	**Early Math** % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	18.8	30.0	45.0	60.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	26.9	42.0	60.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.4	60.0	72.0	85.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	48.2	60.0	72.0	85.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	30.7	45.0	60.0	75.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	32.5	45.0	60.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.7	68.0	78.0	85.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	58.1	70.0	80.0	87.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	22.9	35.0	40.0	50.0	**Explore - Math** % of students at college readiness benchmark	14.3	30.0	40.0	45.0

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.4	97.0	98.0	98.0	**Misconducts** Rate of Misconducts (any) per 100	25.4	20.0	15.0	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	52.4	65.0	75.0	85.0		**ISAT - Reading** % of students exceeding state standards	7.5	15.0	25.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	62.4	75.0	80.0	85.0		**ISAT - Mathematics** % of students exceeding state standards	5.1	15.0	25.0	30.0
ISAT - Science % of students meeting or exceeding state standards	57.7	65.0	75.0	85.0		**ISAT - Science** % of students exceeding state standards	2.8	10.0	15.0	20.0

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	--->		**2**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	We strive to develop, implement and model our goals and theory of action by establishing school, grade level, classroom and individual student Scantron goals. We set school-wide reading, math, attendance and discipline goals and share goal progress at Friday morning staff meetings and on staff and professional development days. Theory of Action plan and is a guiding document. Reading, math, attendance and discipline data are reviewed by the ILT and shared with staff.	
	Principal Leadership	--->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	Principal leadership is demonstrated through the staff professional development that is offered at Friday morning meetings, weekly. Professional development opportunities are offered on professional development days and staff development days. Teacher and administrative suggested external professional development opportunities are provided according to teacher needs and request. Scantron, Classroom Design, Effective Instruction and Assessments, allergy and seizure training, Common Core State Standards trainings, PBIS, STEP and classroom management are some of the topics. The principal and assistant principal monitor instruction through formal and informal observations, feedback is provided and in many cases action plans are developed to improve instruction. To increase communication, families are informed of school events through the all call system, the school calendar, flyers and newsletters. Open house, grade level parent meetings, assemblies and family nights are hosted to provide additional opportunities for family outreach and contact.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Teacher leadership is modeled through the operation of the ILT , CIWP team, union representative and grade level team meetings facilitated and documented by grade level chairs. We feel that it is important for teachers to have equity of voice in grade levels and staff meetings and this is exhibited through open dialogue from question and answer sessions at the conclusion of all meetings.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT is comprised of grade cluster representation and includes special education, union, and local school council representatives. The ILT has organized and implemented whole staff professional development. The ILT analyzes academic school wide data immediately after assessments.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	The ILT meets weekly to discuss data and data trends as well as monitoring team effectiveness and goal progression. Current school wide data is analyzed by the ILT, grade level and individual classroom data are analyzed at grade level meetings and with individual teachers through PM sessions and target student groups and skills/strategies are indentified to improve classroom instruction. Bi-weekly assessments re developed and aligned with lesson plans to monitor progress and identify deficit areas.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum*** -->			**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Within our core curriculum for reading in grade K-5 pacing is determined by the Lead 21, with a correlation to common core standards, in grades 6-8 the standards are used to guide instruction. In math K-3 the core curriculum pacing is determined by Envision, which is aligned to common core standards, Everyday Math CMSI pacing is used for grades 4 & 5 and the CMSI pacing is used in grades 6-8 with Math Thematics. Pearson materials and curriculum pacing for science is used in grades 2-4. All students are exposed to grade level curriculum for instruction.	
	Instructional materials -->			**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	In an effort to ensure that instructional materials are available we have purchased core instructional materials in reading, Leaad 21 for grades K-5, guided reading books and classroom libraries for 6-8. The same is done for math, Envision K-3, Everyday Mathematics 4-5, and Math Thematics 6-8 so that the materials are the same for teachers in the same grade level, including teachers of students with disabilities. Textbook materials are aligned with the standards. Lead 21 curriculum for grades K-5 is heavily focused on non-fiction and includes differentiation for students, we also have a large set of non-	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**4**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	We strive to increase student achievement and assessment data therefore school-wide, grade level and classroom data is available to all who need it immediately after Scantron and Common Core assessments. Each grade level uses some for of assessment such as Scantron 2-8 reading, math and science, STEP K-3, BAS 3-8, Lead 21 reading K-5, Envision math K-3, Everyday Mathematics 4-5, Math Thematics 6-8. All assessments are aligned with the standards. Accommodations and modifications are in place for students with special needs to ensure that they are able to demonstrate their knowledge.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Within individual classrooms the learning objective is inconsistant and often not consistantly posted or shared with students. Sequencing of lessons is driven by the pacing from the instructional materials and data is used to drive instruction. Student questioning is more heavily aimed at assessing basic student understanding. Most K-5 instruction includes whole and small group instruction and differentiation is built within the Lead 21 curriculum. Formative asssessments are standard for the Lead 21 unit and weekly assessments.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**1**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Intervention options are limited. Decisions 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. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	In an effort to increase teacher capacity staff development is provided at Friday Morning Meetings, on staff development days, on professional development days and through external professional development opportunities selected by teachers or administration according to needs.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams* --->			**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	In an effort to increase collaborative planning the master schedule reflects common planning time for grade levels. The middle school team meets weekly with special education teachers included. The special eduaction team meets weekly with the case manager in addition to their grade cluster meeting. Teacher meetings focus on a mix of activities-planning, data analysis and student concerns. Meeting agendas are developed and notes are taken for each meeting. Each grade level team is jsupported by a grade level chair.	
	Instructional coaching --->			**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	In an effort to increase teacher capacity coaching typically takes place through peer observations scheduled by administration. Teacher support and coaching are also provided by administration through Professional development decisions are systematic. Teachers receive feedback from observations. Peer observations occur.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* ---------->			**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	To reinforce expectations for all students to aspire to college and career readiness the middle school students visited multiple high schools. We held a high school fair to inform parents and students of available high schools and admission requirements. School-wide college week activities were provided to increase student knowlwede of various colleges. Staff members wear college shirts every Friday to increase student awareness. To create the opportunity for student voice 8th grade class officers were selected by students.	
	Relationships ---------->			**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	To increase positive student-staff relationships most "at risk" students have been paired with adult mentors. Most students have formed bonds with adult advocates such as classroom teachers, administration and support staff. Respectful interaction with students and adults are expected and clearly articulated and reinforced. Students with disabilities are engaged in the school community through all school-wide activities and extra-curricular activities.	
	Behavior& Safety ---------->			**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	In order to create a safe and nurturing climate we have developed school-wide PBIS expectations and 5 agreements, alond with lunchroom, playground and washroom agreements. Student discipline is consistant in some classrooms but varies depending on teacher compatencies. Our staff establishes a safe environment by providing student supervision in the classroom, hallways lunchroom, entry and exit procedures for students. The Student Code of Conduct is used for discipline infractions to support classroom managemant and school-wide discipline. A Dean is also used to enforce school-	

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Typical School	Effective School	Evidence	Evaluation
Expectations	-->		**3**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	In an effort to increase parent communication, the principal provides information for families on school performance at the start of the year parent orientations, LSC meetings, PAC meetings and at aparent conferences. Information about the grading system and promotion requirements are included in the parent handbook and shared at the parent meetings, orientation and conferences. Weekly Go For The Gold forms are also used to communicate student progress toward school-wide expectations.	
Ongoing communication	-->		**3**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Teachers encourage two-way communication with families through the Go For The Gold weekly reports so that families know expectations and how to support teir child. We host grade level parent meetings. The attendance team calls daily to check student well being and teachers are encouraged to make positive telephone calls to parents.	
Bonding	-->		**3**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	In an effort to foster an environment that is safe and nurturing to students we provide opportunities for families to participate in engaging activites through Open House, monthly assemblies, YMCA activities, grade level parent meetings and family nights. Parent volunteers are recruited throughout the school year and provide classroom support and support with day to day operations such as the sign-in desk and lunchroom assistance. Parent classes are provided for parents of students with special needs, to provide grade level instructional activities, and technology to create opportunities to outreach and parent engagement. Our PAC meets monthly to share information and provide opportunities to provide parent	

DIMENSION 5: Family and Community Engagement

Date Stamp November 22, 2012

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
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	To provide specialized support school staff conducts outreach to families in need of support through home visits and collaboration with social service agencies provided through the referral process. We provide the medical van to provide student physicals and immunizations at least 5 times a year. We provide dental and medical services on sight 2-3 times a year. Additionally, we provide	
College & Career Exploration and election	-->		**1**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	To support college and career exploration we hosted a school-wide college week with activities to increase college awareness.	
Academic Planning	-->		**1**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	To support academic planning for college and career readiness our seventh and eighth grade students were encouraged to apply to college prep high schools. Our eighth grade students researched high schools.	
Enrichment & Extracurricular Engagement	-->		**2**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	To increase enrichment and extracurricular engagement the school provides exposure to extracurricular activities through the YMCA and field trip explorations.	

N 6: College and Career Readiness Supports

Date Stamp November 22, 2012

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
College & Career Assessments	-->		**1**
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	8th grade students take the Explore exam.	
College & Career Admissions and Affordability	-->		
• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	DNA	
Transitions	-->		**2**
• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	To support effective student transitions the school hosts grade level parent meetings to inform parents of the promotion policy for grades 3, 6 & 8. We host annual parent orientation meeting to inform all parents of school-wide expectations, the grading scale and promotion policy for grades 1-8. The promotion, grading and homework policy are also included in the parent handbook for all grade levels and are reviewed at the orientation. Additionally, retainees are provided with personal learning plans and students at risk of failure are provided with remediation plans to povide student	

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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**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	School allocates discretionary spending to align with identified school-wide needs and strategic priorties. Funding is used to provide curriculum materials, professional development, supplemental materials and technology supports.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	To support building a team schoo hiring is conducted after a vacancy is identified. All applicants have little to no prior connections to the school. The interviews are a multi-step process that consist of an interview with the principal, reference checks and the candidates are asked to teach a lesson.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. Date Stamp November 22, 2012	To support effective use of time scheduled time is allocated weekly for teacher teams to meet. Teachers are provided with three preparation periods and morning preparation time. The school schedule is based on grade level allocations of language arts, math science and social science minutes to ensure that instructional time is dedicated to specific subject matter and the time distribution sheets are posted in all classrooms. Students with special needs have individual schedules that are based on student need and support staff members also have individual schedules. Additional	

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

Richard J. Oglesby is a high quality educational institution that is committed to being a school of choice. We will create technology literate, critical thinking global leaders that are life-long learners and give back to their community. We will provide all of our students with a rigorous and challenging instructional program that will equip them with the necessary tools to make a smooth transition from elementary to high school to college and career readiness.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Increase teacher capacity by improving instructional practices and teacher support through professional development, individual professional growth plans, peer observations, and feedback from formal and informal observations.	Improved teacher capacity generates effective classroom instruction for increased student achievement. Currently 52% of our students are meeting/exceeding state standards in reading and 62% are meeting/exceeding state standards in math.
2	Teachers will deliver Common Core aligned instruction supported by high quality texts and materials for literacy and mathematics.	We must implement a rigorous reading and math curriculum as currently we have 52% of our students meeting/exceeding state standards in reading and 62% meeting/exceeding state standards in math.
3	Increase our staff and student attendance rate and maximize instructional time on task by reaching a daily attendance rate of 97%	Our current attendance rate is 94% and we must increase our attendance rate to increase instructional time on task for all students to imrpove student achievement.
4	Provide reading and math intervention to students indentified as "at risk" according to assessment data and cumulative academic history.	Our school scored a "1" in intervention on the SEF. By improving and providing intervention methods, we will ensure that all students increase in reading and math proficiency and receive RTI support. This will increase school-wide achievement data.
5	Develop a positive and proactive school-wide behavior management plan that maximizes instructional time and encourages parent support.	With a rate of 25 per 100 in misconducts and a SEF behavior rating of "2", we need to imrpove classroom and school-wide discipline to improve the school culture and climatewhich will increase instructional tiime on task and student achievement. Currently 52% of our students are meeting/exceeding state standards in reading and 62%are meeting/exceeding state standards in math.

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
Increase teacher capacity by improving instructional practices and teacher support through professional development, individual professional growth plans, peer observations, and feedback from formal and informal observations.	Improved teacher capacity generates effective classroom instruction for increased student achievement. Currently 52% of our students are meeting/exceeding state standards in reading and 62% are meeting/exceeding state standards in math.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All teachers will attend at least five professional development sessions, internal and external, targeting common core instruction before June 12, 2013.	Professional Development	All	Teachers	Summer 2012	Quarter 4		
A summer focus group will be used to develop the tools that will be used for curriculum, unit and lesson plan format as well as student monitoring.	ILT/ Teacher Teams	All	Teachers	Summer 2012	Summer 2012		
All teachers will develop a professional growth plan with administration that includes at least 2 teacher selected professional development opportunities.	Professional Development	All	Teachers	Quarter 1	Quarter 4		
Each teacher will engage in at least one peer observation per quarter that is teacher or administrator selected. The peer observations will be individualized, based on the needs of the teacher. They can be internal and or external observations.	Professional Development	All	Teachers/Admin.	On-going	On-going		
Professional growth plans will be monitored quarterly and revised as needed.	Professional Development	All	Teachers/Admin.	Quarter 2	Quarter 4		
Formative feedback will be given for all formal observations.	Professional Development	All	Admin.	On-going	On-going		
Individual action plans will be developed for each formal observation.	Professional Development	All	Teachers/Admin.	On-going	On-going		
Teachers will submit a portfolio each semester that includes progress monitoring of the professional learning plan, student data, action items, personal reflection and goal attainment.	Professional Development	All	Teachers	Quarter 2	Quarter 4		
Teachers will receive professional development on performance based learning.	Professional Development	All	Teachers/Admin.	Quarter 1	Quarter 3		

Strategic Priority 1

Teachers will receive professional development in differentiated instruction to meet the needs of their students.	Professional Development	All	Teachers/Admin.	Quarter 1	Quarter 3		
Quarterly book studies will be implemented to foster and support professional learning communities.	Professional Development	All	ILT	On-going	On-going		
Monthly school-wide instructional strategies will be identified as best practice instruction for school-wide implemention.	Instruction	All	ILT	On-going	On-going		
All teachers will receive professional development on developing assessments that are aligned to the Common Core State Standards.	Professional Development	All	ILT	On-going	On-going		
Grade level band teachers will review student artifacts and assessments monthly to calibrate alignment and mastery of the Common Core State Standards.	Instruction	All	Teacher Teams	On-going	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
Teachers will deliver Common Core aligned instruction supported by high quality texts and materials for literacy and mathematics.	We must implement a rigorous reading and math curriculum as currently we have 52% of our students meeting/exceeding state standards in reading and 62% meeting/exceeding state standards in math.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The instructional leadership team will train teachers on the planning guide and curriculum map.	Professional Development	All	ILT	Summer 2012	Quarter 1		
Grade clusters will develop a curriculum map for reading, math, science and social science (writing and research) K-2, 3-5 & 6-8 that is aligned to the Common Core State Standards.	Instruction	All	Teacher Teams	Summer 2012	Quarter 3		
Grade level teachers will develop unit plans for reading, math, science and social science K-8 that is aligned to thecurriculum map and Common Core State Standards..	Instruction	All	Teacher Teams	Summer 2012	Quarter 3		
Grade level teachers will develop assessments in ELA, math, science and social science that are aligned to the unit plans and curriculum map.	Instruction	All	Teacher Teams	On-going	Quarter 4		
Grade level teachers will develop quarterly performance based learning activities that are aligned with the unit plans.	Instruction	All	Teacher Teams	On-going	On-going		
Teachers will develop intersession research projects that are aligned with common core standards.	Parental Involvement	All	Teacher Teams	On-going	On-going		
Grade level teachers will meet weekly to review student artifacts and assessment data to guide instructional planning.	ILT/ Teacher Teams	All	Teacher Teams	On-going	On-going		

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Increase our staff and student attendance rate and maximize instructional time on task by reaching a daily attendance rate of 97%	Our current attendance rate is 94% and we must increase our attendance rate to increase instructional time on task for all students to imrpove student achievement.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Meet with the attendance team to review what worked and what did not work.	Other	All	Attendance Team	Summer 2012	Summer 2012		
Review and revise the attendance plan as needed.	Other	All	Attendance Team	Quarter 1	Quarter 4		
Develop incentives for student and staff attendance.	Other	All	Attendance Team	On-going	On-going		
Showcase goal success through bulletin boards, newsletters and the all call system monthly	Parental Involvement	All	Attendance Team	Quarter 1	Quarter 4		
Recruit parents to join the attendance team.	Parental Involvement	All	Attendance Team	Quarter 1	Quarter 1		
Share monthly attendance rates in the newsletter.	Parental Involvement	All	Attendance Team	On-going	On-going		
Provide monthly and quarterly staff incentives for perfect attendance.	Other	All	Attendance Team	On-going	On-going		
Provide monthly student incentives for perfect attendance.	Other	All	Attendance Team	On-going	On-going		
Provide weekly classroom incentives for 97% and above attendance.	Other	All	Attendance Team	On-going	On-going		
Provide weekly student incentives for perfect attendance.	Other	All	Attendance Team	On-going	On-going		
Provide daily telephone calls to absent students.	Other	All	Attendance Team	On-going	On-going		
Provide attendance contracts and hold parent meetings for students with 3 days unexcused absences.	Other	All	Attendance TeamAdmin.	On-going	On-going		
Post daily and monthly attendance rates.	Other	All	Attendance Coord./Admin	On-going	On-going		
Host quarterly celeabrations to celebrate students with perfect attendance .	Other	All	Attendance Team	Quarter 1	Quarter 4		
Include monthly student and teacher attendance in teacher portfolios to increase accountability.	ILT/ Teacher Teams	All	Teachers/Admin.	Quarter 1	Quarter 4		

Strategic Priority 3

Provide attendance contracts and hold parent meetings for students with 5 days of unexcused absences.	Parental Involvement	Other student group	Attendance Team/Admin.	On-going	On-going		
Attendance team members will document daily student absences and tardies electronically.	Other	All	Attendance Team	On-going	On-going		
Develop a calendar of monthly attendance incentive activities.	Other	All	Attendance Team	Quarter 1	Quarter 1		
Attendance logs will be monitored monthly for completion and accuracy.	Other	All	Attendance Coord./Admin	Quarter 1	Quarter 4		
Conduct a student survey to determine incentives.	Other	All	Attendance Team	Quarter 1	Quarter 1		
Send parents monthly student attendance reports.	Parental Involvement	All	Attendance Team	On-going	On-going		
Attendance team members will set a calendar and meet at least monthly to discuss goal attainment and next steps.	Other	All	Attendance Team	Quarter 1	Quarter 1		
Provide monthly parent raffles for students with perfect attendance.	Parental Involvement	All	Attendance Team	On-going	On-going		

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
Provide reading and math intervention to students indentified as "at risk" according to assessment data and cumulative academic history.	Our school scored a "1" in intervention on the SEF. By improving and providing intervention methods, we will ensure that all students increase in reading and math proficiency and receive RTI support. This will increase school-wide achievement data.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a RTI team	Other	All	RTI Team	Quarter 1	On-going		
RTI team determines screening tools.	Other	Other student group	RTI Team	Quarter 1	Quarter 1		
Identify students from beginning of the year screening and within one month of enrollment.	Other	Other student group	Teachers/RTI Team	Quarter 1	On-going		
Identify best practice strategies to use as intervention.	Instruction	Other student group	ILT/RTI/Teachers	On-going	On-going		
Develop individual student RTI plans that include a parent component.	Instruction	Other student group	RTI Team/Teacher	On-going	Quarter 4		
Meet with parents to share RTI plans and the parent contract.	Parental Involvement	Other student group	RTI Team/Teacher	On-going	On-going		
Provide on-going RTI training for all staff.	ILT/ Teacher Teams	All	RTI Team	On-going	On-going		
Develop a calendar of RTI professional development with topics.	Other	All	RTI Team	Quarter 1	Quarter 1		
Identify/Develop school-wide RTI forms.	Other	All	RTI Team	Quarter 1	Quarter 1		
Monitor and document progress of individual student RTI plans at least monthly.	Instruction	Other student group	Teachers	On-going	On-going		
Develop a school-wide process/protocol for RTI implementation.	Other	All	RTI Team	Quarter 1	Quarter 1		

2012-2014 Continuous Improvement Work Plan

Richard J Oglesby Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 4

Identify/Create a a list of tier two students for reading, math, and or behavioral intervention.	Instruction	Other student group	RTI Team/Teachers	Quarter 1	Quarter 4		
Purchase instructional materials to support student instruction.	Instruction	Other student group	RTI Team/Admin.	On-going	On-going		
The RTI team will set a calendar of meeting dates and meet at least monthly.	Other	All	RTI Team	Quarter 1	Quarter 1		
Host monthly parent training sessions.	Parental Involvement	All	RTI/PBIS/Admin	On-going	On-going		
Host an "at risk" parent meeting at the start of the year.	Parental Involvement	Other student group	RTI	Quarter 1	Quarter 1		

Date Stamp November 22, 2012

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
Develop a positive and proactive school-wide behavior management plan that maximizes instructional time and encourages parent support.	With a rate of 25 per 100 in misconducts and a SEF behavior rating of "2", we need to imrpove classroom and school-wide discipline to improve the school culture and climatewhich will increase instructional tiime on task and student achievement. Currently 52% of our students are meeting/exceeding state standards in reading and 62%are meeting/exceeding state standards in math.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a PBIS team that is representative of the staff.	Other	All	Admin.	Summer 2012	Quarter 1		
Review school data and conduct a survey to identify climate needs and student incentives.	Other	All	PBIS Team	Summer 2012	Quarter 4		
Identify the top three areas of school improvement.	Other	All	PBIS Team	Summer 2012	Summer 2012		
Define school-wide expectations and develop a school-wide behavior mamagement plan.	Other	All	PBIS Team	Summer 2012	Quarter 1		
Host a school-wide kick off to share expectations with students and staff. Repeat second semester.	Other	All	PBIS Team	Quarter 1	Quarter 2		
Each teacher will make personal contact with each parent/guardian at least quarterly and document w/ call logs and conference signatures.	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 4		
Collect and analyze monthly cliamte data on the top three areas of school improvement to determine next steps.	Other	All	PBIS Team	On-going	On-going		
Develop a plan and incentives for acknowledging students and staff quarterly.	Other	All	PBIS Team	On-going	On-going		
Host quarterly celebrations for staff and students to celebrate success.	Other	All	PBIS Team	On-going	On-going		
All staff implements school-wide expectations.	Other	All	All Staff	On-going	On-going		
Inform parents of priorties, expectations and monthly goal progression through LSC, PAC, all call and monthly newsletters	Parental Involvement	All	PBIS Team/Admin.	On-going	On-going		
Provide bullying training for all staff and supports for students.	Other	All	Admin./PBIS Team	On-going			
Provide de-escalation training for all staff	Other	All	Admin./PBIS Team	Quarter 2	Quarter 4		

Strategic Priority 5

Provide conflict resolution strategies for students	Other	All	PBIS Team/Counselor/ Social Worker	On-going	On-going		
Provide in-school staff & parent plan in lieu of out of school suspension.	Parental Involvement	All	All Staff	On-going	On-going		
Each teacher will log 3-4 positive calls per week	Parental Involvement	All	All Staff	On-going	On-going		
Create a parent pamplet with school-wide expectations and parent contract.	Parental Involvement	All	PBIS Team	Quarter 1	Quarter 1		
Implement staff and student of the month program.	Other	All	PBIS Team	Quarter 1	Quarter 4		
Identify tier two students for RTI behavioral support.	Other	Other student group	PBIS Team/Staff	Quarter 1	Quarter 4		
Continue weekly communications with the Go For The Gold contact sheets.	Parental Involvement	All	Teachers	Quarter 1	Quarter 4		
Each teacher will create, submit and post classroom behavior management plans.	Other	All	Teachers	Quarter 1	Quarter 1		
Implement the H.U.G. program to provide student support.	Other	All	Staff	Quarter 1	Quarter 4		
Create a monitoring tool for PBIS structures to increase accountability.	Other	All	PBIS Team	Quarter 1	Quarter 1		
Provide in-school staff & parent plan in lieu of out of school suspension.	Other	All	All Staff	On-going	On-going		
Implement home visits to encourage parent supports for school-wide mamagement	Parental Involvement	All	Staff	On-going	On-going		