Oriole Park Elementary School

O'Hare Elementary Network

5424 N Oketo Ave Chicago, IL 60656

ISBE ID: 150162990252384

School ID: 610105

Oracle ID: 24771
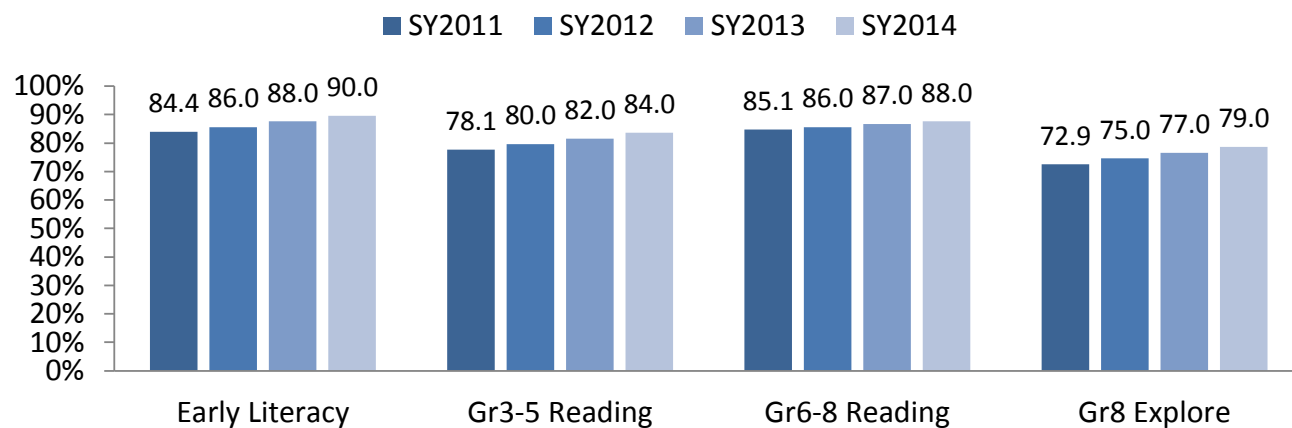
Mission Statement

The Oriole Park School will provide a high quality educational program within a school climate which enables all students to grow intellectually to their maximum potential, stimulate a desire to learn, fosters a respect for self and others, develops an awareness of responsibility and prepare students for further education and life experiences. Through a rigorous, challenging, and engaging instructional program; Oriole Park Elementary students will foster the ideals of excellence, knowledge, responsibility, a strong work ethic, and social values. Oriole Park will springboard the development of principles of ongoing education. Graduating students of Oriole Park School will enter high school knowing that high school is merely the next step and that post-secondary education is a must to successfully contribute to a changing society
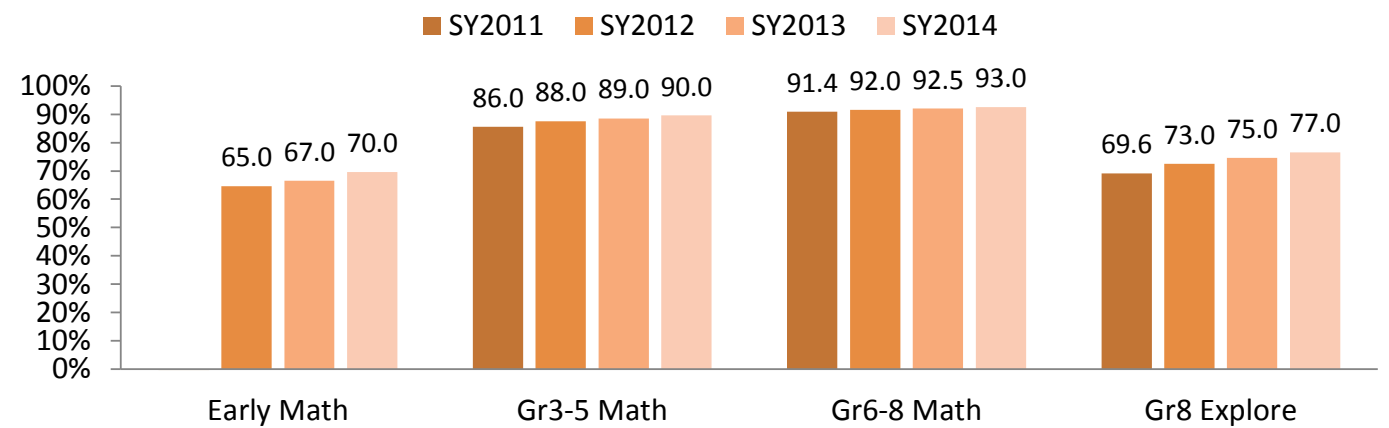
Strategic Priorities

1. Increase the percentage of students with IEP's meeting or exceeding state standards in reading.

2. Increase the percentage of students who are above proficiency but lack growth and increase the percentage of students below expected growth.

3. Increase the percentage of students who sucessfuly receive a pass or high pass on the Algebra Exit Exam

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	84.4	86.0	88.0	90.0
Gr3-5 Reading	78.1	80.0	82.0	84.0
Gr6-8 Reading	85.1	86.0	87.0	88.0
Gr8 Explore	72.9	75.0	77.0	79.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math		65.0	67.0	70.0
Gr3-5 Math		86.0	88.0	89.0	90.0
Gr6-8 Math	91.4	92.0	92.5	93.0
Gr8 Explore	69.6	73.0	75.0	77.0

Continuous Improvement Work Plan
2012 - 2014

Overview

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

School Name

To get started, please select your school's name from the drop down list:	Oriole Park Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Elias Estrada	Principal
Kenneth Fitzner	Assistant Principal
Frank Vicari	LSC Member
Dolly Allen	LSC Member
Erika Wozniak	Classroom Teacher
Michelle Reynolds	Classroom Teacher
Mary Dolan	Special Education Faculty
Diane Esposito	Classroom Teacher
Scott Schwieger	LSC Member
Colleen Schultz	LSC Member
Judy Strazalka	LSC Member
Elijah Hubbell	Support Staff

CIWP

2012-2014 Continuous Improvement Work Plan

Oriole Park Elementary School

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Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	84.4	86.0	88.0	90.0	**Early Math** % of students at Benchmark on mClass	NDA	65.0	67.0	70.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	78.1	80.0	82.0	84.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	86.0	88.0	89.0	90.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.6	65.0	67.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	77.5	80.0	82.0	84.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	85.1	86.0	87.0	88.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	91.4	92.0	92.5	93.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	67.0	68.0	69.0	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	81.1	82.0	83.0	85.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	72.9	75.0	77.0	79.0	**Explore - Math** % of students at college readiness benchmark	69.6	73.0	75.0	77.0

Date Stamp November 22, 2012

Elementary Goal Setting

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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	96.5	97.0	97.0	87.0	**Misconducts** Rate of Misconducts (any) per 100	2.3	2.0	2.0	2.0

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	93.2	93.5	94.0	94.5		**ISAT - Reading** % of students exceeding state standards	54.7	55.0	57.0	60.0
ISAT - Mathematics % of students meeting or exceeding state standards	97.1	97.1	98.0	98.0		**ISAT - Mathematics** % of students exceeding state standards	75.1	76.0	76.5	78.0
ISAT - Science % of students meeting or exceeding state standards	93.3	94.0	94.5	95.0		**ISAT - Science** % of students exceeding state standards	50.0	52.0	54.0	56.0

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**
	• 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.	Oriole Park is a school of many strengths and attributes. The administration continues to set high expectations for teachers and students alike. We have been at the forefront of academic trends, such as establishing a Response-to-Intervention (RTI) team that assists all teachers with quantitative and qualitative data collection, interpretation and planning for differentiated instruction so that the academic, social and emotional needs of ALL students are met in various educational settings. Also, we have provided our students with state-of-the-art technology resources, such as classroom Smartboards, iPads, laptop carts, computer lab and several desktops within each classroom to make the curriculum	
	Principal Leadership	--->		**4**
	• 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.	Administration has continued to promote a professional learning environment for teachers that support current trends and patterns, such as data-based lesson planning and promotion of differentiated instruction to meet the needs of all students. Principal is available to all teaching staff to request and receive professional guidance in terms of classroom/instructional planning. Weekly assessments are submitted by teachers for review and feedback by the principal, along with weekly lesson plans and quarterly data plans that reflect current data from curriculum-based and benchmark testing sessions. Additionally, administration encourages teachers in the middle-school setting to provide instruction that promotes connections between high school and college readiness. This is evident in the annual administration of the EXPLORE assessment to 8th grade students that provides an interest survey to have a better understanding of student strengths and interests. Also, an annual high school fair is held that showcases local schools and provides much-needed information to students and parents alike. Finally,	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**4**
• 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	The administration at Oriole Park has established several teams in order to secure the investment of teachers on staff for the betterment of our school, as well as to build collaborative teams school-wide that contribute to the majority of decision-making. Evidence of established teams are: RTI/Data team, Grade-Level teams, Mentoring Program for New Teachers, Leadership team, and Union Representative. Teams have been established based on teacher professional knowledge, experience and expertise in the field. Also, grade-level teams have been providing professional development on Institute Days that requires teacher teams to share ideas, research, activities that have been successful within their classroom settings and that could be adopted by other teachers within their classrooms to enhance their teaching practices.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		4
• 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	An Instructional team (ILT) has been established at Oriole Park School starting in the 2011-2012 school year. There are members from all areas of expertise. The principal leads the team, along with (4) general education teachers (1 primary, 2 intermediate and 1 upper-grade) representatives. Also, a special education teacher who is also endorsed in the area of ELL (English Language Learners), along with our technology/upper grade science teacher rounds out the team. Two members were LSC representatives at the time of the establishment of the team, as well as both of these individuals are currently pursuing their Type 75 certifications in administration. One member is the current Union representative for the school. Another member has been our after-school programming facilitator for the past 3 years. Our upper-grade representative has a middle-school endorsement in the area of mathematics and as well as has received professional development in the area of Algebra I to teach this subject to our 8th grade students. The special education teacher is a National Board Certified Teacher in the area of Mild-to-Moderate exceptional needs and a member of the RTI team, as well.	
Monitoring and adjusting	-->		4
• 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.	Professional Development for the past (2) years has focused on data collection and interpretation. Teachers have been required to submit quarterly data plans that reflect current data from benchmark and curriculum-based tests and demonstrate how instructional practices will address the varying needs of students to maintain and promote continual academic growth. Teachers work in teams to write these data plans, but they become more individualized when reviewing individual data. Administration has been looking for multiple means of engagement that supports	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• 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.	Grade-level teams have been in the process of developing of units of study this school year. Several units have been submitted to the administration and are available for sharing with other staff within the building. This collaborative process is reflective of our school's policy and philosophy in alignment with the new common core standards. Weekly lesson plans and Quarterly data plans are generated to reflect common core standards and long-term planning practices, when appropriate. Principal/Assistant Principal classroom observations have yielded opportunities for feedback and reflection upon teacher practice and the philosophy of "best practices" across the grade levels. Additionally, teachers have been encouraged by administration to be part of the decision-making process of bringing a new math curriculum to Oriole Park School. Singapore Math, which will replace the current series, Saxon Math, Fall, 2012. A new math series was sought out in order to prepare	
	Instructional materials	-->		**4**
	• 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).	All grade level teams and special education teachers meet to plan for common instructional components. Some individual instructional goals/activities are planned by teachers in order to meet diverse learners' needs within their classrooms. Lesson plans and team minutes from meetings reflect individual learner needs. All goals have been aligned to the state standards until this school year, in which teachers have been asked to familiarize themselves with common core goals, and thus, have utilized these goals for lesson planning since 2nd quarter. Additionally, all teachers have	

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.

Date Stamp November 22, 2012

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Oriole Park Elementary School

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School Effectiveness Framework

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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.	Benchmark data is readily available for all staff to review, even outside of their grade levels, through NWEA. Benchmark data is reviewed by grade-level teams and is utilized to generate quarterly data plans and to plan for differentiated instruction. Additionally, all general education teachers submit weekly assessments one week in advance for review and feedback from administration, as well as completed assessments are requested by administration for review, as needed. Special education teachers submit completed weekly assessments for administrative review and feedback. Teachers are becoming more familiar with data collection and monitoring outside of benchmark testing, such as utilizing sites, such as easy.cbm, for reading fluency, comprehension checks and identifying isolated skills in math that demonstrate deficits within their classrooms. Special education teachers, as well as ELL-endorsed teachers aid with accommodations and modifications for all assessment administrations, in alignment with a student's IEP and areas of need. Formative and summative assessments are required as part of unit planning. Rubrics are utilized for project-	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**4**
• 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.	Through professional development, providing collaborative planning times, weekly lesson planning, units of study creations by teacher teams, as well data collection and interpretation, teachers are knowledgeable of multiple means of engagement, varied learning strategies and tools that supports providing instruction that meets that needs of a diverse learning population. Students are assessed at least bi-monthly, often weekly, utilizing curriculum-based measures to gage progress. Intervention specialists are utilized daily at all grade-levels to support student needs and differentiated instructional approaches.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**4**
• 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.	Oriole Park School administers the benchmark assessment, NWEA, quarterly to gage and monitor student progress. Weekly lesson planning and quarterly data plans reflect data yielded from this assessment and planning that will be in place to address student needs. Additionally, OPS established a RTI team in the Fall of 2010 address and support students that need specific diagnostic screenings administered by special education staff, which identifies specific deficits, strategies and tools to provide intensive support depending on the need of the student. Intervention specialists often implement strategies and measures daily to aid students in deficit areas. Also, curriculum-based assessments are administered weekly or bi-monthly so that classroom teachers can review and reflect upon learning needs of all students. The utilization of multiple measure s is encouraged to provide a more	
Whole staff professional development	--->		**4**
• 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.	Data collection and interpretation have been the priority at Oriole Park School for at least the last (2) years. Most professional development has focused on presenting research, strategies and tools that support a data-driven environment, which is then reflected in all aspects of curriculum: weekly lesson planning and assessments, quarterly data plans, creation of thematic units and the administration of benchmark and state assessments. Teachers have been guided through the data collection and interpretation process through professional development, which then breaks down into team meetings and collaborative opportunities for our special support staff, such as working with the RTI team.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	-->		**3**
	• 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.	Teachers are strongly encouraged to collaborate and are required to meet at least weekly, in which team minutes are produced to highlight key items discussed in regards to curriculum decisions. Teams plan for optimal instructional opportunities to maximize learning potential based on data. On all grade/level teams, lesson plans are created, shared, pacing is determined as a team, as well as special education teachers meet with general education teams to assist with modifying, accommodating, and implementing differentiated instructional strategies that may benefit all students in the classroom. These teams include the exchange of information for students that are part of the RTI process and discussions regarding their plans and progress are discussed, as well. In September, a team leader is nominated by the grade-level team members and holds the responsibility for scheduling meetings and ensuring that minutes are produced and submitted to the administration for each meeting.	
	Instructional coaching	-->		**3**
	• 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.	New teachers are provided with a "mentor" teacher to help with orientation to the building, understanding curriculum expectations, and to observe new teachers in their classrooms and provide feedback in regards to strengths and areas of need. There are different teachers who take on this role, which is determined by the mentor teacher's area of expertise and years of experience. Mentors and mentees meet to discuss best practices in teaching and how the mentees instruction can improve, if needed.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	*High expectations & College-going culture*	-->		**4**
	• 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	Expectations are high for every grade level at Oriole Park School – from Pre-Kindergarten through 8th grade. We are of the belief that all student successes begin in the early years of education and are strengthened and nurtured as students' progress through the grade levels. Targeted programming such as Science Olympiad, Journalism Club/Book Clubs, Community-Based Fundraisers and Student Council help prepare students for experiences outside of OPS, representing a wide variety of options to meet the interest level and strengths of students in grades 5th -8th grade. Additionally, an annual High School fair, that highlights area schools, takes places in	
	Relationships	-->		**4**
	• 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.	Creating a welcoming environment for all students is a priority at Oriole Park. Every staff member is encouraged to get to know the students they worked with. Teachers use every opportunity during instruction to engage students in discussions that make the learning relative, thereby addressing current issues and trends. Teachers get to know their students beyond the curricular day. Teachers understand that the learning can be hindered by other issues not relative to school; addressing those issues is a priority. Although we do not have a structured organized time for "advisory" teachers are instructed to take the time necessary to engage students in discussions that revolve around the social emotional stage of development. Every teacher strives to develop a strong relationship	
	Behavior& Safety	-->		**4**
	• 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.	At Oriole Park disciplinary issues and concerns are minimal. This is due to the strong relationship that exists between students and their teachers as well as the strong parent support that exists. Teachers at all levels have established a means to communicate with parents on an ongoing basis; classroom websites, newsletters, and weekly classroom email is routine for most of our classrooms. Although the Student Code of Conduct is used as a guide, teachers take the opportunity and time to establish rules that pertain to the	

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
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**4**
	• 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.	Communication is a strength at Oriole Park School. Information is provided through a variety of means, such as a monthly newsletter written for parents and students to discuss current classroom events. A school website highlights key events and activities that are or will be taking place throughout the school year. LSC meetings are open to all parents to attend and minutes are posted shortly after each meeting to inform teachers, parents and students of main topics of discussions. Teachers make their expectations clear through rubrics, agendas, schedules and parent-teacher conferences. Additionally, an annual Open House is held each September to welcome students and parents, as well as to introduce parents to the new teacher and classroom expectations for that school year.	
	Ongoing communication	-->		**4**
	• 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 maintain up-to-date Grade book data on the Parent Portal website in order to keep parents informed of their child's academic progress. Also, 5-week progress reports are sent home, along with remediation plans for students who are not meeting expectations. Remediation plans are filled out as a team if the grade level is departmentalized. Conferences are also scheduled to help parents and students understand where improvement is needed. Principal	
	Bonding	-->		**4**
	• 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.	Teachers maintain up-to-date Grade book data on the Parent Portal website in order to keep parents informed of their child's academic progress. Also, 5-week progress reports are sent home, along with remediation plans for students who are not meeting expectations. Remediation plans are filled out as a team if the grade level is departmentalized. Conferences are also scheduled to help parents and students understand where improvement is needed. Principal will attend these meetings when requested. Some teachers maintain a Parent-Teacher communication log and/or Weekly Assessment folders that require parent signatures to ensure that they are reviewing their child's work and are familiar with the	

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	-->		**4**
• 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.	The special education department at Oriole Park School provides support to students and families in need, whether it is academic, social/emotional or a combination of both. We are committed to providing our students with every opportunity to access all school resources that will truly benefit and support their educational endeavors and allow students to participate in all aspects of school	
College & Career Exploration and election	-->		**3**
• 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.	The E.X.P.L.O.R.E. assessment is administered annually to gage 8th grade students' academic skills and interests. The data produced from this assessment is then utilized as part of the high school planning process that our school counselor engages in with students and parents. Additionally, a high school fair is conducted	
Academic Planning	-->		**4**
• 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.	Oriole Park School has a rigorous curriculum that fully prepares students for academic challenges in high school in all areas. Specifically in the area of math, 90% of our students have consistently performed at or above the standards according to the Illinois State Achievement Test (ISAT). In the area of reading, 60% of our students are meeting or exceeding the standards according to current ISAT data. For the 2012-2013 school year, a new math curriculum, Singapore Math, will replace the current series, Saxon Math, to continue our preparation and alignment to Common Core Standards. The Algebra I series will continue to be utilized with 8th	
Enrichment & Extracurricular Engagement	-->		**3**
• 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.	Due to funding constraints enrichment during the school day has always been an issue. Currently we have a full time music program. Half of this position is bought with discretionary monies. Along with music, language (Chinese), and physical education are provided.	

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
DIMENSION	*College & Career Assessments*	--->		**3**
	• 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 participate in the EXPLORE testing administration annually to gage student academic skills and interests to help with secondary planning. EXPLORE is a standardized test that is formatted in a manner that is consistent with the ACT college entry exam. By participating in this testing	
	College & Career Admissions and Affordability	--->		**2**
	• 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.	Through our High School Readiness plan, we communicate to our students the importance of college in future success. Students explore college options and discuss criteria for acceptance.	
	Transitions	--->		**4**
	• 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.	Collaboration, ongoing communication and sharing of data regarding students that teachers will be instructing is ongoing. Data generated form ISAT and NWEA is used to determine organization. Receiving and sending teachers meet and collaborate with the intention of getting to know the students prior to the new school year. These meetings are held again during professional development days just prior to beginning the school year. At Oriole Park students begin instruction of next year grade level curriculum in March/April and summer work is prepared for all students by the	

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***	-->		**4**
	• 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.	Oriole Park is severely overcrowded; currently its capacity is above seventy percent. Classroom sizes have steadily remained high, particularly at the primary level. Discretionary monies are minimal. SGSA allocation for Oriole has averaged at $85,000 per year. Minimum funding has been dramatically reduced over the last 3 years; down to $85,000 from the typical funding allocation of $125,000. Reducing classroom size at all grade levels and providing an enriched curricular program is a priority. With the redefinition of a .5 library position and a purchase of a .5 teacher primary position we are able to add a class and not allow for split grade level	
	Building a Team	-->		**4**
	• 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.	Understanding and fitting in within the culture that has been established at Oriole Park is key in becoming a team member. Oriole Park's vision is one that is filled with great expectations, demands, quality work, and support. A team member before hire undergoes much scrutiny. As a process; a team of teachers participates in the selection of candidates, interviewing and hiring. The area or grade level of need will determine who will participate in this process. The hiring team focuses on philosophy, pedagogy, delivery of instruction and understanding of school community's culture and its needs. Oriole Park's Intervention Specialist program and its university partnerships allow for the development of a strong pool of candidates. The Specialist program allows Oriole to mold potential candidates for positions making the transition	
	Use of Time	-->		**4**
	• 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.	All schedules created are done so with the intention of maximizing the quality of instruction at all grade levels in all subject areas. Grade levels teams use data generated by NWEA as well as local assessments to determine the allocation of time and its focus. This is done so on ongoing basis. Using data, school wide goals are developed and focuses on common areas of need are addressed and take priority. Although the teachers at Oriole Park make it possible to meet and plan, creating common planning time has always been a struggle. We welcome the full day as more	

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 Oriole Park School will provide a high quality educational program within a school climate which enables all students to grow intellectually to their maximum potential, stimulate a desire to learn, fosters a respect for self and others, develops an awareness of responsibility and prepare students for further education and life experiences.

Through a rigorous, challenging, and engaging instructional program; Oriole Park Elementary students will foster the ideals of excellence, knowledge, responsibility, a strong work ethic, and social values. Oriole Park will springboard the development of principles of ongoing education. Graduating students of Oriole Park School will enter high school knowing that high school is merely the next step and that post-secondary education is a must to successfully contribute to a changing society

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Increase the percentage of students with IEP's meeting or exceeding state standards in reading.	At Oriole Park, it is imperative and of utmost important that our students are educated in an environment that not only recognizes and acknowledges the individual child, but also one that plans and accommodates for all learning styles and needs. During the 2011-2012 school year, 51% of our students with exceptional needs made Adequate Yearly Progress (AYP) in reading. A main priority in our CIWP is to raise this percentage significantly, to at least 55% by the year 2013, and 60% by the year 2014, without relinquishing our quest for individualized instruction to meet the needs of ALL students.
2	Increase the percentage of students who are above proficiency but lack growth and increase the percentage of students below expected growth.	There are a signifigant number of students who while meeting standards do not demontrate growth.
3	Increase the percentage of students who sucessfuly receive a pass or high pass on the Algebra Exit Exam	Success in algebra is a high indicator of College and Career readiness.
4	Optional	
5	Optional	

CIWP

2012-2014 Continuous Improvement Work Plan

Oriole Park Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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 the percentage of students with IEP's meeting or exceeding state standards in reading.	At Oriole Park, it is imperative and of utmost important that our students are educated in an environment that not only recognizes and acknowledges the individual child, but also one that plans and accommodates for all learning styles and needs. During the 2011-2012 school year, 51% of our students with exceptional needs made Adequate Yearly Progress (AYP) in reading. A main priority in our CIWP is to raise this percentage

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. Data-Based Instruction: At Oriole Park, we strive to meet the individual needs of our student population. We have taken many strides to prepare our teachers and support staff to engage students in instruction that is meaningful and purposeful, as well as in alignment with individual strengths, interests and needs. This will continue to be a main instructional goal at our school, and is reflected in quarterly data plans, weekly lesson plans and units of study prepared by classroom teachers, as well as professional development will continue to revolve around this important teaching methodology and implementation.	Instruction	Students With Disabilities	Administration, Teaching staff at all levels; including paraprofessionals.	Quarter 1	Summer 2013	On-Track	Continue to provide time and opportunity where planning and collaboration can take place; especially when analyzing data; NWEA and local school assessments.

Strategic Priority 1

2. Technology: We continue to utilize a variety of resources, such as laptop computers, audio books, and interactive software such as Smartboards and iPads, to help meet the needs of all students. This is especially true of our students with exceptional needs, who at times, require curriculum modifications, adaptations and accommodations in order to make the content more comprehensible for them. Audio books, especially in the middle school settings, removes barriers for students that do not at this time have the word analysis skills needed in order to access grade-level curriculum independently, but are able to comprehend materials in a manner similar to their grade-level peers. This is especially important when considering the challenging and complex ideas and language that is presented in these grade-level texts that we still need and want students to be exposed to the best of their ability, as well as participate in collaborative group activities centered around class novels and concepts that not only build academic knowledge, but also foster positive peer relationships and social interactions. Additionally, most classrooms at our school house a Smartboard, which is an interactive learning tool that offers endless activities and lessons to engage students in multiple-learning opportunities. Most teachers in our building have received professional development and training to optimize their usage with this tool. For those	Equipment/ Technology	Students With Disabilities	Administration and teaching staff.	Quarter 1	Year 2	On-Track	Currently we have Smart technology in place at the school level. However it is limited, most classrooms do not have a smart board and laptops and Ipads are limited. It has been discussed at the ILT level that teachers as well as students must spearhead the initiation of professional development. ILT and administration will continue to discuss applications and instructional strategies that align with the common core. The technology used must be done so with a product in mind, therefore engaging students and applying what they have learned.
3. Intervention Specialists: At Oriole Park, we have consistently implemented a program that mainly offers student teachers that have finished their internship at our school, as well as other certified teachers, an opportunity to work with our students who present with academic needs that require a more individualized teaching approach. Once classroom teachers have identified specific skills for remediation, our intervention specialists are then able to work with these students in a small-group or one-to-one setting for guided practice. This is on-going process for as long as the student demonstrates the need. Additionally, our intervention specialists assist with progress monitoring for students that have been placed in Response-to-Intervention (RTI) program.	Instruction	Students With Disabilities	Administration, Teachers, paraprofessionals, and intervention specialist.	Quarter 1	On-going	On-Track	Monitoring of the services provided by the intervention specialist must improve at the teacher level, specifically with the demand of interventions that must be provided to students that are undergoing the RTI process. This will be made a priority. Currently a new form is being created that will ask for specific data regarding the interventions implemented; both teacher and specialist must work together not only to gather the data but to differentiate the instruction as well with and without the specialist.

Strategic Priority 1

4. Appeal of "lost" 4th Special Education Teaching Position: At this time, we have appealed the removal of a 4th teaching position in the area of special education. As a staff, we feel that we cannot continue to service our students in the Least Restrictive Environment (LRE) without this fourth position. There are several students with exceptional needs that receive instruction within our general education classrooms, across the grade levels, who can work at a similar pace and manner as their general education peers. However, they require the support of a special education teacher in the general education classroom in order to access curriculum successfully. As a general education and special education collaborate, ALL students benefit. This immediately lowers that teacher-student ratio, allowing for more individualized time, as well as utilizing the instructional knowledge base of two teachers. Therefore, this position is viable to our success with all students, but especially those with exceptional needs.	Instruction	Students With Disabilities	Local School Administration, teachers, Network Office, and Office of Specialized Services.	On-going	Summer 2012	On-Track	Currently we have been denied a second request; although the data clearly indicates that providing specialized services to all of Oriole Park's students' will be impossible for the coming school year. The current number of students requiring services in combination with the students undergoing the RTI process and the students already undergoing evaluations is significantly higher than the projections as provided by OSES. At the end of the 2012 school year we will reevaluate the data and provide the necessary information to PARF for the position. OSES knows that the number of students will increase but will not provide the position. In the meantime we stand to lose a great staff member because of this process.

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
Increase the percentage of students who are above proficiency but lack growth and increase the percentage of students below expected growth.	There are a signifigant number of students who while meeting standards do not demontrate growth.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide students more intervention specialist time to address the specific areas of need.	Instruction	Other student group	Administration, ILT, and teachers.	Quarter 1	On-going	On-Track	Currently the interventions specialists spend their bulk of time with students that are meeting and or below; providing interventions as needed. We must find the time during the instructional day to provide the same assistance to those students that are proficient but are not growing. Adding more intervention specialist; one per teacher versus one per grade level.
Use local school assessments to identify the lack of growth sooner.	Instructional Materials	Other student group	Administration, ILT, and teachers.	Quarter 1	On-going	On-Track	The Common Core quarterly guides as provided by CPS will provide clear direction in the building of Units of Study. Thus allowing our teachers to create assessments aligned with the pace. More important, teachers will utilize those assessments to determine growth. Teachers will make changes wherever necessary to address the areas of need.
Take all district wide benchmark assessments; analyze data, identify areas of weakness; both student learning and instructional strategies, change instruction.	Instruction	Other student group	Administration, ILT, and teachers.	Quarter 1	On-going	On-Track	This year most grade levels opted not to administer the Winter NWEA benchmark assessment.
Provide additional professional development in the area of differentiation of instruction.	Instruction	Other student group	Administration, ILT, and teachers.	Quarter 1	On-going	On-Track	Allocate monies to provide PD. Encourage teachers to use resources within the school and the network. Provide more classroom observations with the intent of providing support.

Strategic Priority 2

Reduce class size.	Instruction	Other student group	Administration, ILT, and teachers.	Quarter 1	On-going	On-Track	Average classroom size in grades Kindergartent through sixth grade is 34. Use College Ready Funds to purchase positons. Start with grades in second and third in 2012.
Eliminate the complacency regarding these specific students.	Instruction	Other student group	Administration, ILT, and teachers.	Quarter 1	On-going	On-Track	Demand growth for all students. Being proficient is not enough. Instruction must be provided at all levels to ensure every student grows and being just proficient is not enough.

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 the percentage of students who sucessfuly receive a pass or high pass on the Algebra Exit Exam	Success in algebra is a high indicator of College and Career readiness.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a math plan; increase the level of math complexity at all grade levels with the intent of providing a algebra foundation in alignment with the common core standards..	Instruction	All	Administration, teaching staff, and ILT.	Quarter 1	On-going	On-Track	Leading the efforts of creating this plan will be the ILT with support from all grade level teams.
Drop Saxon math as the curriculum and purchase Singapore Math In Focus; a common core driven curriculum with the math complexity needed at Oriole Park.	Instruction	All	Administration, teaching staff, and ILT.	Quarter 1	Summer 2012	On-Track	Mathin Focus has been purchased for grades kindergarten through second. Purchase will be complete for all grade levels with Collge Ready Fund effective this summer.
Provide ongoing professional development in the areas of math complexity and using Math in Focus.	Instruction	All	Administration, teaching staff, and ILT.	Quarter 1	Summer 2012	On-Track	Budget for bucket position to bring teachers in over the summer. Budget for PD provided by Houghton Mifflin.
Create an after school Math Lab	Instruction	Other student group	Administration, teaching staff, and ILT.	Quarter 1	On-going	On-Track	Purpose: for students to get extra practice or enrichment using math websites like Khan Academy or Art of Problem Solving.
Develop a Help Board	Instruction	All	Administration, teaching staff, and ILT.	Quarter 2	On-going	On-Track	Purpose: to give teachers a break from some of the tasks that they want to do but don't have time for, and to better utilize service learning hours from high school students. Logistics: --In the assistant principal's office will be the White Board of Help, where teachers can sign up for things that they would like help with in their classrooms. --Bi-weekly, high school students will come to the school for service learning hours and be assigned rooms and tasks from the white board.

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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