



**2012-2014 Continuous
Improvement Work Plan**

Luke O'Toole Elementary School

Englewood-Gresham Elementary Network

6550 S Seeley Ave Chicago, IL 60636

ISBE ID: 150162990252387

School ID: 610108

Oracle ID: 24801



Mission Statement

The mission of O'Toole Elementary is to advance knowledge and educate students in core subject areas, technology, and other areas of scholarship that will assist in their quest for college readiness and career success. Every student will receive an educational experience that combines rigorous academic study and the excitement of discovery, with the support and intellectual stimulation of a diverse teaching and learning atmosphere that will lead all children to exceeding Common Core Standards.

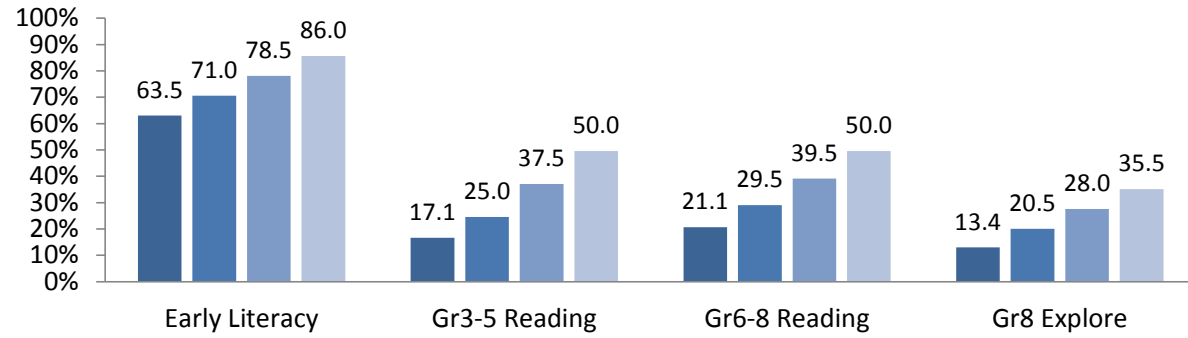
Strategic Priorities

1. Increasing STUDENT ATTENDANCE to 95% and beyond, while creating structured systems to ensure sustainability and onward growth
2. Integrate TECHNOLOGY into the curriculum for math, reading, science, and social studies.
3. Full implementation and execution of Common Core Standards for literacy, math, and writing.
4. Increase Stakeholder Involvement to enhance and complete the educational process to include learning beyond the classroom.

School Performance Goals

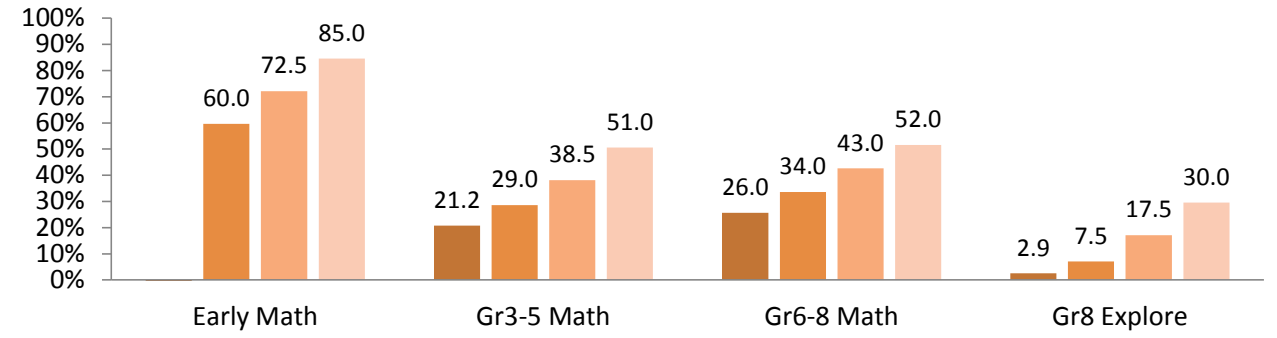
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Luke O'Toole 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
King N. Hall III	Principal
Nikole Lewis-Dickens	Assistant Principal
Selena Threlkeld	Classroom Teacher
Sarah Didricksen	Classroom Teacher
Tracy Hudson	Classroom Teacher
Charita Bingham-Pruitt	Special Education Faculty
Susan Phelan	Classroom Teacher
Toneal Jackson	LSC Member

Toya Harris	Community Member
Geogory Horton	LSC Member
Duane Hilson	Support Staff
Juanita Smith	Counselor/Case Manager

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	63.5	71.0	78.5	86.0		Early Math % of students at Benchmark on mClass	NDA	60.0	72.5	85.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	17.1	25.0	37.5	50.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	21.2	29.0	38.5	51.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	39.4	44.5	52.0	60.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.6	57.6	66.6	72.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.1	29.5	39.5	50.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	26.0	34.0	43.0	52.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.3	55.3	60.0	67.5		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.1	60.1	66.0	72.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	13.4	20.5	28.0	35.5		Explore - Math % of students at college readiness benchmark	2.9	7.5	17.5	30.0

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	89.2	91.5	95.0	97.5					
					Misconducts Rate of Misconducts (any) per 100	26.7	20.7	14.7	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	50.1	62.1	74.1	86.1		ISAT - Reading % of students exceeding state standards	4.6	6.6	9.6	12.6
ISAT - Mathematics % of students meeting or exceeding state standards	65.7	72.2	78.7	85.2		ISAT - Mathematics % of students exceeding state standards	7.8	10.8	12.8	14.8
ISAT - Science % of students meeting or exceeding state standards	46.1	54.1	62.1	70.1		ISAT - Science % of students exceeding state standards	1.7	4.0	8.0	12.0

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 ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Data will be scrutinized continuously. There is evidence of growth targets being met/exceeded in the areas of reading and math. Particular SMART goals have been established. Ongoing staff resource issues create major roadblocks with progress. The SMART goals for specific grade levels could be better communicated. O'Toole's Theory of Action has been completed.</p>	
	Principal Leadership ----->			2

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The school vision should be visible and in every classroom and throughout the school in hallways throughout to educate and ensure "ownership" from all stakeholders. Principal has weekly meetings to advise staff of progress towards reaching goals. Post observation meetings take place with the principal and staff members to explain expectations and alignment with goals. Principal encourages parents and all stakeholders to participate in all school events. Teachers complete self-assessments to determine Common Core implementation proficiency, readiness, and overall level of understanding.</p>	



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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead -Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teacher Teams will be monitored by cluster mentors. In every teacher team, there will be essential protocols that must be adhered to on a weekly basis. Based on our "No Data" in regards to Effective Leaders on our recent scorecard, it is paramount that we showcase our dialogue around best practice, more ambitious instruction, trends/anamolies in the data, and building collegiality and push one another's thinking towards better teaching and student learning.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly 	<p>ILT members participate in leadership duties in the school. The ILT has been redesigned to encourage participation by teachers who perform well and can mentor other teachers. Teachers who perform well are invited to participate in grant-funded initiatives that enhance student learning. All teachers are invited to share best practices with the staff.</p>	
Monitoring and adjusting ----->			2



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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Teachers review data to make those minor adjustments as needed to the instructional plans and accommodates student questions, needs, and interests, with moderate success. Teacher provides limited differentiated instructional approaches for students, drawing on a narrow repertoire of strategies to provide intervention and enrichment as needed.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Developing a clearly articulated curriculum aligned to Illinois State Standards. Our growing focus has been around optimal unpacking of CCSS to understand the key shifts needed to re-construct existing units and summative and formal assessment. Curriculum aligns to Illinois State Standards. Each teacher team reluctantly develops their own instructional units. Differentiation is not planned consistently in each teacher's lesson plans. Minimal curriculum collaboration takes place between grade levels. Most students are exposed to grade-appropriate text. General education teachers provide modifications and accommodations for special education students (inclusion).</p>	
	Instructional materials ----->			1



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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> • Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Instructional materials vary between learning cycles and each grade level. General education teachers provide modifications and accommodations for special education students (Inclusion). Instructional materials are supportive of our special education population, including materials with bilingual supports.</p>	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Cooperative use of a comprehensive set of assessments - adaptive-growth, summative, benchmark, and formative - but still needs to monitor student learning more frequently.</p> <ul style="list-style-type: none"> • Formative Assessments administered every 6-8 weeks • Teacher-Made Assessments to monitor student understanding • Growth Assessments administered 3 times per year <p>School wide data is available to teachers to guide instruction. Assessments have been given based on monthly objectives taught by teachers. Assessments incorporate modifications for students with learning disabilities. General education teachers provide modifications and accommodations for special education students (inclusion).</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Based on our score of 40 for Ambitious Instruction on SY 2011 School Progress Report , it will be essential for teachers have essential standards-based objectives with task complexity. In the course of every lesson, teachers must afford more time for varied types of discussion techniques and student explanation of thinking. Evidence of administration/ILT developing and communicating clear non-negotiables for instructional planning that specify what must be included in lesson plans (i.e. learning standards, instructional strategies, specific student activities, materials used, flexible grouping and ongoing student assessment)</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			2
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>We fully adhere to all guidelines and protocols around the RtI referral process, via academic or behavioral launchpoints. There is a team of educational professionals who meet to dialogue, determine, and assess referrals for intervention. Participants include teachers, psychologist, case manager, counselor, nurse, and social worker. All staff members are encouraged to reach out to the counselor to make referrals for students needing additional resources. We also currently have a multitude of academic interventional programs via SGA Youth & Family Services, SES, and our S.T.A.R.S. program. Within these programs, we truly attempt to optimize our technological resources by using brain-based software...[ST MATH, ACHEIVE 3000, Sci Learn..Fast ForWord, etc]</p>	
Whole staff professional development ----->			2



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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	<ul style="list-style-type: none"> • Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> • The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	Professional Learning Communities (PLC) via the stewardship of cluster mentors occurs for 60 minutes weekly. Teachers participate in certain individual professional development activities. ILT meetings mostly occur bi-weekly, unless urgent needs arise. District-wide staff development dates are utilized appropriately. Coaching for individual staff members occurs, as needed.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Minimal curriculum collaboration takes place between grade levels. Most students are exposed to grade-appropriate text. General education teachers provide modifications and accommodations for special education students (Inclusion). Curriculum aligns to Illinois State Standards. Each teacher develops their own instructional units. Differentiation is not planned consistently in each teachers lesson plans.</p>	
	Instructional coaching ----->			2

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> Administration conducting formal, informal and check-in visits with a minimum of 50 – 60% of the school day spent on improving instruction (i.e. Principal does not currently have an observation schedule based on teacher/student data) Administration conducting purposeful observation based on teacher deficiencies as identified through data analysis Administration utilizing pre-conference tool for formal observations followed by post-conferences with written and verbal feedback to teachers within a maximum 5-day period following the observation (Principal had no evidence of pre-conference tool being utilized) 	

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	Typical School	Effective School	Evidence	Evaluation
4:Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Need for more administrative monitoring student work samples for rigorous curriculum and student activities aligned to IAF's.No evidence of students answering evaluative, synthesis or analysis questions with opportunities to cite text) Clear evidence of students interacting with external partners around high school choices, college ambitions, and career goals.Students were exposed to selective enrollment testing, college tours, and student-career days Need for more evidence of all students provided opportunities to respond to math through math extended response in the proper 	
	Relationships ----->			3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Teacher meaningfully and successfully engages families as partners in the instructional program through classroom volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops and training. Response to any student or family concern is handled professionally and in a timely manner. Teacher provides resources and solutions that address family concerns. School's communications with families is sensitive to cultural norms and needs, with students contributing to the communication as appropriate.</p>	
	<p>Behavior & Safety -----></p>			
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Teacher has established standards of conduct with consistent implementation so most students follow the standards of conduct. Teacher monitors student behavior against established standards of conduct. Teacher uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Alternatives to out-of-school and in-school suspension consequences are practiced. Parents are heavily involved in the discipline process. Issues with the school environment being welcome were addressed and improvement is evident.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
VISION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Teachers frequently communicate with families to convey information about an individual student's progress and to solicit and utilize the family's support in relationship to grade level expectations. Administration meaningfully and successfully engages families as partners in the instructional program through classroom volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops and training.	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Teacher rarely or does not communicate with families to inform them of class activities, to convey information about an individual student's progress, and to solicit the family's support in relationship to grade level expectations. Teacher engages families in the instructional program only for attendance at activities or events.	
Bonding ----->			3	

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
DIMEI	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The school has a seemingly strong collaborative projection on the surface. Where the bonding begins to fade is around instructional accountability and adult leadership. We have many good bonds, but some could absolutely become better. Only because, the learning should be the core of all professional bonding, and in certain cases it is not.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
ess Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	School consistently provides support and assistance to families in need via our STLS population. Students receive cleaning utensils, essential clothing, hygiene products, school supplies, etc.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	We have partnerships with Chicago State, St. Xavier, and UIC to constantly engulf our children in an atmosphere that broadens their perceptions around the worth and value of further education. More consistency is needed though regarding event planning and scheduling of events. Every Friday, teachers wear their respective	
	Academic Planning ----->			2

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readin	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Collaborations and high school visits help prepare students for that more purposeful learning. Information for career opportunities are explored by students. A college and career center will be available to students effective Fall 2012 to help students explore interests and support learning. Performance tasks are always designed to challenge student thinking and execution.</p>	
	<p>Enrichment & Extracurricular Engagement -----></p>			
	<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>A variety of extracurricular and enrichment opportunities in the areas of sports, mentoring, arts & crafts, music, and some Saturday programs. Specific math and science clubs are used to build student leadership qualities and amplify engagement within the school.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			1
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	For the first time ever, our 8th grade students will be assessed on the Explore Test in June [Instead of October], which has an interest inventory that will be completed Day 1 of testing. Upper grade curriculums include structured field trips with career exploration components.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	School will ensure that clients and parents are fully aware of the ever-changing dynamics around career and college admission and application processes.	
	Transitions ----->			1



School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> • The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>The school works to provide effective transitions into Kindergarten, 2nd into 3rd, 5th into 6th, and from 8th into 9th grades. Performance data has shown that 1st, 4th, & 7th oftentimes have under-whelming performance data due to a possible lack of school prioritization or student accountability.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
7: Resource Alignment	<i>Use of Discretionary Resources</i> ----->			2
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Discretionary funds are aligned to the needs and set goals for students and classrooms. Our school has pursued some opportunities for outside funding. Limited community partnerships have been established to meet the needs of students and staff members.	
	<i>Building a Team</i> ----->			2

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	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>The hiring of staff is conducted after a vacancy or expected vacancy is identified. Interviews are conducted by members of the ILT. Instruction delivery, content knowledge, and mastery of classroom management should be incorporated into the interviewing process. Applicants have no prior connection to the school.</p>	
	<p>Use of Time -----></p>			
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a “right fit” schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Our school schedule is consistent with the CPS Time Distribution for suggested number of instructional minutes per subject or course. Our school allows for Cluster Team Meetings, ILT, and teacher grade level collaboration time to occur before, during, and after school. Limited out of classroom intervention is established for struggling students.</p>	



Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

The mission of O'Toole Elementary is to advance knowledge and educate students in core subject areas, technology, and other areas of scholarship that will assist in their quest for college readiness and career success. Every student will receive an educational experience that combines rigorous academic study and the excitement of discovery, with the support and intellectual stimulation of a diverse teaching and learning atmosphere that will lead all children to exceeding Common Core Standards.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increasing STUDENT ATTENDANCE to 95% and beyond, while creating structured systems to ensure sustainability and onward growth	To meaningfully increase student achievement, we must first show how we intend to amplify student engagement. Students must be in school to learn, which means all school personnel must commit to ensuring accurate and timely student attendance is kept, data collection is reliable, and data entry and data reporting is supported by proper documentation. Designated attendance team collaborates with staff to develop truancy intervention and remediation strategies.

2	Integrate TECHNOLOGY into the curriculum for math, reading, science, and social studies.	Technology incorporation is paramount for students to enhance skill set in specific core subjects. Learning beyond the worksheets/textbooks is imperative for differentiation in instruction and comprehension. Currently external partners provide resources, including IPAD2's for students to indulge for derivation in learning, but those resources are limited only due to key equipment and resource shortfalls. SMART boards are available, but strategically placed to optimize teacher application and student engagement. The school only has 2 SMART boards.
3	Full implementation and execution of Common Core Standards for literacy, math, and writing.	Teachers need to be fully trained on the concepts and expectations associated with the CCSS, in order to make certain the information is transferred effectively and fully to student learning in regard to literacy, math, and writing. There will be quarterly teacher planning sessions to propel the process of building units of instruction aligned to the Common Core Standards. A summer reading list will be provided to each household in June 2012. The list will include books that will be heavily evaluated and incorporated into the specific, grade-level curriculums. There will be a four reading material minimum, per month for all teachers to assign to students with corresponding writing activities. Math implementation will be strategically scaffolded to ensure that data informs the instructional outcomes and performance tasks set for students.
4	Increase Stakeholder Involvement to enhance and complete the educational process to include learning beyond the classroom.	Building on our current partnership with our designated external partner shall provide a multitude of key services that the entire O'Toole community can benefit from trainings via L.J. Frame with continue to provide meaningful workshops to help parents/community members to broaden their awareness to educational topics and strategies to increase student learning. A new professional and career center will be available for use by Fall 2012. Parent Volunteer hours will be recognized and celebrated quarterly. The goal is to build stronger community relationships and partnerships. O'Toole will continue to embrace CPS approved parent volunteers and technology training for all parents.
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
Increasing STUDENT ATTENDANCE to 95% and beyond, while creating structured systems to ensure sustainability and onward growth	To meaningfully increase student achievement, we must first show how we intend to amplify student engagement. Students must be in school to learn, which means all school personnel must commit to ensuring accurate and timely student attendance is kept, data collection is reliable, and data entry and data reporting is supported by proper documentation. Designated attendance team collaborates with staff to develop truancy

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop and train an attendance target team to ensure the O'Toole Attendance Plan is fully implemented and all parties are accountable	Professional Development	All	Administration/ Teachers	Summer 2012	On-going		
Hire a school clerk to facilitate systems for effective data entry and frequent checks on trends and/or anomalies with student attendance. Development of adhering to appropriate protocols to resolve any attendance issue or concern.	Staffing	All	Principal	Summer 2012	On-going		
Build a stronger partnership with parents in advocating for better attendance per grade level, and conduct parent workshops around student motivation and learning environments beyond the classroom	Parental Involvement	All	Principal/LSC/PAC	Summer 2012	On-going		
To increase parent perception, school designees will conduct home visits or check-ups where the need arises.	Other	All	Attendance Team/ Administration	Quarter 1	Quarter 4		



Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Integrate TECHNOLOGY into the curriculum for math, reading, science, and social studies.	Technology incorporation is paramount for students to enhance skill set in specific core subjects. Learning beyond the worksheets/textbooks is imperative for differentiation in instruction and comprehension. Currently external partners provide resources, including IPAD2's for students to indulge for derivation in learning, but those resources are limited only due to key equipment and resource shortfalls. SMART boards are available, but

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase 35 desktop computers to optimize middle school lab	Equipment/Technology	All	Principal	Summer 2012	On-going		
Professional Development for implementing use of IPADS and SMART boards to enhance technology in the classroom	Instruction	All	Principal/ILT	Summer 2012	Quarter 4		
Purchase IPAD software apps for each of our 4 charging stations [30 I-PADS per station]	Equipment/Technology	All	Principal	Summer 2012	Quarter 2		
Conduct instructional learning walks in all grades during a subject-based learning activity using the technology	Instruction	All	Principal/ILT	Quarter 1	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
Full implementation and execution of Common Core Standards for literacy, math, and writing.	Teachers need to be fully trained on the concepts and expectations associated with the CCSS, in order to make certain the information is transferred effectively and fully to student learning in regard to literacy, math, and writing. There will be quarterly teacher planning sessions to propel the process of building units of instruction aligned to the Common Core Standards. A summer reading list will be provided to each household in June 2012.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will meet in grade clusters to align texts, create complex learning tasks, analyze key shifts, and optimize school resources towards pushing Common Core State Standards	ILT/ Teacher Teams	All	Principal/ILT/ Teacher Teams	Summer 2012	Quarter 4		
Professional Development for implementing Common Core aligned literacy/math instruction delivered by ILT and members who represent each grade clusters	Professional Development	All	Principal/ILT	Summer 2012	On-going		
Classroom observations in all Kind-8 grades will be strategically monitored to ensure the lesson plans are being followed	ILT/ Teacher Teams	All	Principal/Asst. Principal	Quarter 1	Quarter 4		
Developing frequent school-wide assessments to measure the growth of standards taught each month/quarter	Instruction	All	Principal/ILT/ Teacher Teams	Quarter 1	Quarter 4		
After-School literacy & math program focusing on low-performing, mid-level, and top-tier bubble students who will receive additional instructional support around CCSS	After School/ Extended Day	All	Principal/ILT/ Teacher Teams	Quarter 1	Quarter 4		



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
Increase Stakeholder Involvement to enhance and complete the educational process to include learning beyond the classroom.	Building on our current partnership with our designated external partner shall provide a multitude of key services that the entire O'Toole community can benefit from trainings via L.J. Frame with continue to provide meaningful workshops to help parents/community members to broaden their awareness to educational topics and strategies to increase student learning.A new professional and career center will be available for use by Fall

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Technological equipment and brain-based software will be purchased for students to use in the college and career resource room for research and presentations.	Equipment/Technology	All	Administration/Teachers/Students/Parents	Summer 2012	On-going		
Projects will be given to students, for all 6th through 8th grades, to complete as a requirement for transition into high school and beyond.	Instruction	All	ILT/Teachers/Students	Quarter 1	On-going		
School counselor can inform students and provide resources for them to explore options for colleges and careers based on their interests.	Instruction	All	School Counselor	Quarter 1	On-going		
Technology trainings will be provided for parent volunteers and staff members.	Professional Development	All	Principal/Tech. Coordinator	Quarter 1	On-going		



Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description

Rationale

Two large yellow rectangular boxes for entering the Strategic Priority Description and Rationale.

Action Plan

Monitoring

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