



2012-2014 Continuous Improvement Work Plan

Ida B Wells Preparatory Elementary Academy

Burnham Park Elementary Network
244 E Pershing Rd Chicago, IL 60653
ISBE ID: 150162990252902
School ID: 610110
Oracle ID: 24811



Mission Statement

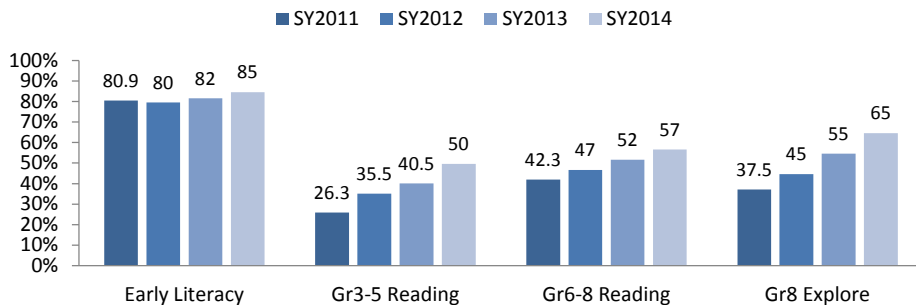
Wells Prep Academy will provide a developmentally responsive, challenging, empowering and equitable learning environment to promote the academic success of each student and lay a solid foundation for life-long success in an increasingly competitive, technological, and multicultural society.

Strategic Priorities

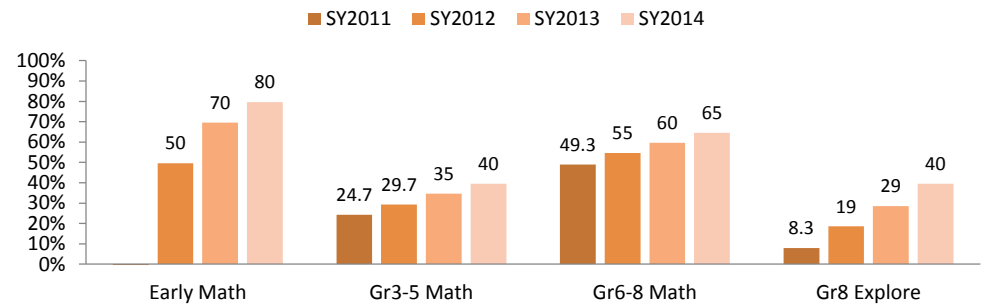
- 1. Provide systemic reading and mathematics intervention in each classroom for students identified on beginning of year screeners and monitor progress throughout the school year.
2. Utilize STEP, Dibels and Scantron assessments, including diagnostic information to improve reading instruction in primary grades to address instructional gaps
3. Deliver Common Core aligned literacy instructions supported by high quality texts
4. Utilize PBIS as part of a whole school positive behavior support model

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Ida B Wells Preparatory Elementary Academy

Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Euel Bunton	Principal
Vincent Izuegbu	Assistant Principal
Ann Harris	LSC Member
Deshunn Bray	Parent/ Guardian
Cathy Glenn	Classroom Teacher
Valerie Hale	Classroom Teacher

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	80.9	80	82	85		Early Math % of students at Benchmark on mClass	NDA	50	70	80
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.3	35.5	40.5	50		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	24.7	29.7	35	40
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	41.3	48	55	62		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	60.5	65.5	68	69
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	42.3	47	52	57		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	49.3	55	60	65
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.4	62	65	67		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	58.8	63	65	67
8th Grade										
Explore - Reading % of students at college readiness benchmark	37.5	45	55	65		Explore - Math % of students at college readiness benchmark	8.3	19	29	40

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	93.2	93	95	96					
					Misconducts Rate of Misconducts (any) per 100	9.5	7.5	5.5	3.5

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	65.5	70	75	80		ISAT - Reading % of students exceeding state standards	10.1	15	20	23
ISAT - Mathematics % of students meeting or exceeding state standards	72.7	75	80	85		ISAT - Mathematics % of students exceeding state standards	15.3	18	22	27
ISAT - Science % of students meeting or exceeding state standards	58.6	70	75	80		ISAT - Science % of students exceeding state standards	3.4	8	13	18

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Our Theory of Action targets students in need of intervention to narrow achievement gap. This year, we introduced an Instructional Model that established small group instruction and teacher professional development as key levers for raising achievement. We are in the process of planning tight alignment of individual and whole group teacher professional development toward improving teacher performance as measured by the Framework for Teaching</p>	
	Principal Leadership ----->			2
	<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>ILT, data teams, teacher teams are in place as are also individual teacher/principal-assistant principal coaching meetings. Principal is working toward the aligning of these into PD that is consistently aligned to our Theory of Action.</p> <p>Hallway college banners promote a college going culture. We are working toward Implementation of Common Core curriculum in which embedded college readiness standards will provide rigor for students to understand and realize the goal of college readiness.</p> <p>Parent/ Teacher Grade Level meetings and individual parent conferences are in place to provide information on school, classroom and individual student performance. Principal monthly newsletters inform parents on ways to support school academic goals; Principal is working toward expanding parental and community engagement through PAC, CAC, LSC, and expanding opportunities for school involvement.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<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>Our school staff consists of 12 teachers 1 counselor 2 administrators and 4 support staff members. Each staff member is invested in the success of the school through membership or leadership in the aforementioned and/or additional areas. Moreover, each teacher also have been assigned three at-risk students to mentor. Mentoring consists of reviewing homework, rewarding good behavior, and providing words of encouragement.</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>Our ILT team represents each cluster of our school (primary, intermediate, and upper). It includes our case manager and guidance counselor, thus it is based on the combination of knowledge and expertise needed to make decisions for all students and staff.</p> <p>The ILT has participated in all district and network Common Core sessions and held information sessions with staff towards implementation next year.</p> <p>We are working to improve the effectiveness of ILT in planning and calendarizing PD that align our Theory of Action with Common Core and CPS Framework for Teaching.</p>	
Monitoring and adjusting			2
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Based on the levers defined in our Theory of action (small group instruction and embedded professional development) we are in the process of developing a systematic approach to monitoring data and adjusting instruction at the classroom and individual student level.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> • Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> • Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>We are transitioning from using ISBE Standards to applying Common Core Standards. (2.) We have implemented the use of Six Traits of Writing to promote reading, writing achievement, and HOTS. (3.) We're applying the Direct Instruction Model to promote instructional consistency within the school building. (4.) Continues use of the Read 180 Program. (5.) After school academic and social-emotional support programs.(6.) Based on 2012 ISAT Math results, a strong emphasis has been placed on students understanding Number Sense.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> • Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> • Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Our school uses the following instructional materials: Grades K-5 Reading - Harcourt Storytown Grades K-5 Mathematics - McGraw-Hill Everyday Mathematics Grades K-5 Science - Houghton Mifflin Science Grades 6-8 Reading - Glencoe Reading Grades 6-8 Mathematics - Glencoe Mathematics Grades 6-8 Science - Glencoe Science Materials differentiate in meeting the needs of struggling, proficient and advanced students. The after school program will employ the</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>We have implemented 4 1/2 week benchmark assessments focusing on improving writing and reading comprehension. All grade level teachers use the four point rubric as a way to provide feedback to the students and his/her assigned teacher. Other forms of assessment include REACH Performance Tasks and NWEA testing.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			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>All faculty members have employed the use of Reach Performance Tasks and Common Core standards that aligns with each standards-based learning objective. All teachers have received professional development on the Direct Instruction Model and have implemented using the Direct Instruction Model. The model includes the following elements: INITIATE</p> <ul style="list-style-type: none"> • Engage students; • Provide a “hook”; • Activate prior knowledge; • Review previous learning. <p>INSTRUCT: the gradual release of responsibility Modeled learning: “I do it and you watch.”</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the critical attributes of skill; model the thinking required. <input type="checkbox"/> Emphasize continual use of academic language and vocabulary. <p>INSTRUCT: the gradual release of responsibility Shared Learning: “I do it and you help me.”</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>All employees are accountable for student achievement that meets or exceeds State Standards In order for us to be intentional and focused in our effort to escalate ISAT student performance; Wells Prep has implemented a two-track approach. First, Wells Prep faculty members and administration has reviewed all information relating to AYP. Data needs were assessed to determine Safe Harbor levels for each sub-group along with student attendance. Second, Whole School activities as well as Targeted Group Interventions have been incorporated into the overall learning environment. Wells Prep has identified standards (indicators) where students did poorly based on the 2012 ISAT results. Examples of whole school activities include Daily Oral Language activities in all LA and Social Studies classrooms, "Daily Quad" in math classrooms, incorporating past number sense ISAT questions, reviewing applied skills images with all students in LA and math, or using indicator</p>	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Newly assigned faculty and staff members have been provided opportunities to understand the instructional strategies and evaluation instruments already implemented for the 2012-2013 school year. All new strategies being implemented into the 2012-2013 school year have been accompanied by weekly Professional Learning Communities (PLC) meetings and have been followed up with discussion and sharing of successes and challenges during bi-monthly staff meetings.</p>	

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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. 	Grade level Professional Learning Communities (PLC) meetings are conducted on a weekly basis to review real time data and to develop instructional plans to improve the academic outcomes of all students. Training focusing on curriculum and instruction will continue to be provided by school administrators, instructional coaches, and other district personnel on a monthly basis. The information derived from the professional development opportunities will be monitored via daily walkthroughs.	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Wells Prep created a 30-60-90 plan to provide professional development and instructional coaching. The plan included the following:</p> <ul style="list-style-type: none"> 100% of teachers are aware of the PLC process, roles, responsibilities, and team assignment. The strategies employed to understand PLC’s included designing meeting protocols, selecting and training PLC teacher leaders and scheduling weekly PLC meeting dates/times. All talking points during PLC meetings are centered on the needs of each student and what instructional supports and external support are needed to meet the defined goals. Again, moreover, the intent was to get teachers to understand the importance of relationships and to focus on provided intensive remediation focusing on Reading Comprehension. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	As for developing specific school/college readiness goals, the statement that all children “start school ready to learn” combines in a single goal statement two historically different concepts—readiness for learning and readiness for school. Readiness to learn, generally, has been thought of as the “level of development at which the child is ready to undertake the learning of specific materials.” Consequently, school/college readiness goals are being developed using a collaborative process and the cradle to college model.	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students’ classroom experiences demonstrate value of home language and culture. 	Students have been encouraged to be self-reflective and collaborate with their peers during classroom community meeting. In order to promote a student voice, we have also solicit input and feedback from students. Student attendance and retention rates are monitored on an ongoing basis. Assessment of student achievement will continue to occur through the evaluation of results and growth on standardized tests such as the GQE and the NWEA. Student portfolio reviews, as well as course grades will provide individualized evaluation on achievement.	
Behavior & Safety ----->			3	

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Typical School	Effective School	Evidence	Evaluation
<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>All faculty members have been trained to implement successful classroom management and discipline. The management and discipline recommendations include the following.</p> <ol style="list-style-type: none"> It's Easier to Get Easier <p>Many teachers make the mistake of starting the school year with a poor discipline plan. Students quickly assess the situation in each class and realize what they will be allowed to get away with. Once you set a precedent of allowing a lot of disruptions, it can be very hard to start better classroom management and discipline.</p>	

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	Typical School	Effective School	Evidence	Evaluation
NSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>It is the goal of the school administration that parents will be full partners in the education of their children, Wells Preparatory Elementary School recognizes that the relative family-friendliness of the school refers to how inviting it feels to the families of the students: do families feel they would be welcome to ask questions, to contribute somehow in their children's classroom, to make suggestions, or to otherwise support their children's education? The degree to which parents feel at ease at Wells Prep will be influenced by such factors as who initially greets them. Therefore, parents will be asked to participate in establishing goals and expectations for their child early in the school year. In addition, as the school staff establishes goals and expectations for the student body, parents will be asked to review those goals and work collaboratively to modify</p>	
	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. 	<p>On going communication consists of monthly faculty meetings, bi-weekly parent meetings, and monthly Local School Council (LSC) meetings. The school administration also meets with students bi-weekly to discuss school issues.</p>	
Bonding ----->			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
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>Wells Prep has an active Local School Council. We have developed plans that align and integrate the various programs and services including services provided by Chicago Public Schools, Bronzeville Community Action Coalition, and the Centers for New Horizons to develop a comprehensive Bronzeville Community specific to improving academic outcomes for students who attend Wells Prep and to empower and motivate families.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Wells Prep provides specialized support via the use of the Burnham Park Network and the Phillip Academy High School Health Clinic.	
	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. 	Not applicable at this time	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Building upon a blueprint for action developed by the Chicago Public Schools Burnham Park Network, Wells Prep has worked towards the following overarching goals to improve the academic outcomes of all students: <ul style="list-style-type: none"> Articulation and Coordination: Advocate for developing a plan that aligns birth-to-four programs to K-12 educational institutions by acquiring input from educators in both sectors of education along with the meaningful engagement of parents, particularly teen parents. Parent and Community Engagement: Increase parents and 		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	All students who attend Wells Prep are provided equitable exposure to extracurricular and enrichment opportunities. Examples include after school tutoring, athletics, and student council.		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			2
	<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. 	Not applicable at this time	
	College & Career Admissions and Affordability ----->			2
	<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. 	Not applicable at this time	
Transitions ----->			2	
	<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. 	As Wells Prep Elementary School students transition from kindergarten to primary school, every effort will be made to ensure a smooth transition. It is the goal of Wells Prep that our students will be strong in character, emotionally secure, confident in their abilities, possess high self-esteem academically, and are prepared for the future. Therefore, the transition to the next grade-level span will be a successful experience for our preschool students. The following activities will be implemented to assure successful transitions:	

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 ----->			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. 	<p>The preliminary assessment of school and community fiscal resources include allocated per pupil fiscal allotments from Chicago Public School, Illinois Department of Education, and Title One funding from the United States Department of Education. Wells Prep also receives in-kind custodial services and renovation services from Phillips High School which is managed by Academy for Urban School Leadership (AUSL). In Spring 2013, Wells Prep administration and its Local School Council will build strategies to systematically identify additional partners, resources, grant funding, and in-kind donations.</p>	
	Building a Team ----->			2
	<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 administration Wells Prep has actively engaged members of the Local School Council, parents, and community stakeholders in the selection of faculty members. The multistep interview process has included interviews rounds with the principal, interviewing committee, and parents representatives. All interview questions encompass instruction, data informed decision making, and parent involvement.</p>	
	Use of Time ----->			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
<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>With the assistance of CPS and the Burnham Park Network, Wells Prep has designed a school schedule to provide additional minutes of instruction in Reading and Math. Moreover, the new school schedule provides faculty members the opportunity have a common planning time based on grade levels.</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

Wells Prep Academy will provide a developmentally responsive, challenging, empowering and equitable learning environment to promote the academic success of each student and lay a solid foundation for life-long success in an increasingly competitive, technological, and multicultural society. We will provide a disciplined and nurturing environment where all members of our learning community – parents, staff, community -- will work together to empower all students to achieve excellence everyday.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide systemic reading and mathematics intervention in each classroom for students identified on beginning of year screeners and monitor progress throughout the school year.	We scored our school a "2" in "intervention" on the SEF. 2011 ISAT results showed 33% of students not meeting in reading and 28% not meeting in math. The 2011 Scantron showed 59% of students in grades 3-5 not meeting reading targets, 40% of students in grades 3-5 not meeting math targets; 43% of students in grade 6-8 not meeting reading targets and 42% of students in grades 6-8 not meeting math targets. By improving our intervention and progress monitoring methods we will ensure that students most in need of intervention, students with learning disabilities and students in tier II and III are able to grow in reading and math proficiency.
2	Utilize STEP, Dibels and Scantron assessments, including diagnostic information to improve reading instruction in primary grades to address instructional gaps	Our 2011 Dibels data showed a K-2 80% Benchmark (78% of 2nd graders). However this school years' Scantron Fall and Winter data show only 44% of 3rd graders meeting in reading. In addition, our ISAT reading trend over time for 3rd grade students is 50%. We need more rigor in our primary grade level assessment practices to determine the precise interventional and overall instructional needs of individual learners. We scored our school a "2" in "intervention" on the SEF. By improving our assessment and intervention methods at the primary level, we will ensure that students most in need of intervention, students with learning disabilities and students in tier II and III are able to grow in reading proficiency.
3	Deliver Common Core aligned literacy instructions supported by high quality texts	We have a need to implement a rigorous, balanced literacy curriculum as The 2011 Scantron showed 59% of students in grades 3-5 not meeting reading targets, and 43% of students in grade 6-8 not meeting reading targets. 2012 Fall and Winter Scantron results show 38% in the Below level. Our 2011 ISAT results showed 33% of students not meeting ILS in reading. The Common Core standards offer a foundation for differentiation which will ensure growth in reading proficiency for students in need of intervention, students with learning disabilities and students in tier II and III.
4	Utilize PBIS as part of a whole school positive behavior support model	We have a low incidence of violence in our school, yet many of our students exhibit behaviors that don't support academic rigor/effort in and out of the classroom. In the 2011 Consortium report, our students gave low ratings to "peer support for academic work" an indication that support is needed in this area. We have a need to create positive and proactive school-wide and classroom behavior management practices that create peer support for learning, maximize instructional time and provide preventative interventions early, before targeted behaviors occur both inside and outside the classroom.

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
Provide systemic reading and mathematics intervention in each classroom for students identified on beginning of year screeners and monitor progress throughout the school year.	We scored our school a "2" in "intervention" on the SEF. 2011 ISAT results showed 33% of students not meeting in reading and 28% not meeting in math. The 2011 Scantron showed 59% of students in grades 3-5 not meeting reading targets, 40% of students in grades 3-5 not meeting math targets; 43% of students in grade 6-8 not meeting reading targets and 42% of students in grades 6-8 not meeting math targets. By improving our

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Acquire 50 Desktop Computer (IT Lease agreement) to provide access to online and software Tier 1 and 2 intervention reading and math programs	Instructional Materials	All	Instructional Materials	Summer 2012	Summer 2012		
Analyze 2012 ISAT data to determine areas for overall school improvement and areas of improvement for each individual student	ILT/ Teacher Teams	All	ILT/ Teacher Teams	Summer 2012	Summer 2012		
Analyze Dibels data to determine areas for overall school improvement in the primary grades and areas of improvement for each individual K-2 student	ILT/ Teacher Teams	All	ILT/ Teacher Teams	Summer 2012	Summer 2012		
Develop growth plan for each target student	ILT/ Teacher Teams	Other student group	ILT/ Teacher Teams	Summer 2012	Summer 2012		
Hire and train tutors to provided one-on-one support as needed	Instruction	Other student group	Instruction	Summer 2012	Summer 2012		
Purchase ST math Program for Tier 2 primary math interventions	Instructional Materials	Other student group	Instructional Materials	Summer 2012	Summer 2012		
Purchase Common Core Study Island Program school wide	Instructional Materials	All	Instructional Materials	Summer 2012	Summer 2012		
Purchase Compass Learning Program for targeted reading and math Tier 1 and 2 interventions aligned with Nwea	Instructional Materials	Other student group	Instructional Materials	Summer 2012	Summer 2012		
Purchase Read 180 Program for Tier 2 reading intervention at intermediate level	Instructional Materials	Other student group	Instructional Materials	Summer 2012	Summer 2012		
Administer and analyze school-wide interim assessment data to determine areas for overall school improvement and areas of improvement for each individual student	Instruction	All	Instruction	Quarter 1	Quarter 1		
Analyze Fall NWEA data to determine areas for overall school improvement and areas of improvement for each individual student	ILT/ Teacher Teams	All	ILT/ Teacher Teams	Quarter 1	Quarter 1		

Strategic Priority 1

Combine ISAT, Dibels, NWEA, and school-wide interim assessment data analysis to identify tier 2 students and target students needed to meet school reading and math goals for 2013 ISAT and NWEA Keeping Pace targets	ILT/ Teacher Teams	All	ILT/ Teacher Teams	Quarter 1	Quarter 1		
Enroll Tier 2 students in ST math, Read 180, Compass Learning and Common Core Study Island for intervention and reinforcement	Instructional Materials	Other student group	Instructional Materials	Quarter 1	Quarter 1		
Provide intervention for Tier 2 students In line Wells Instructional Model and RTI framework, during the small group instruction	Instruction	Other student group	Instruction	Quarter 1	Quarter 1		
Administer biweekly interim assessments to help track and monitor progress toward set school goals and individual student goals	Instruction	All	Instruction	Quarter 1	On-going		
Fifteen percent of primary students targeted for intervention will demonstrate growth from intensive to strategic on Dibels (Fall to Winter)	ILT/ Teacher Teams	All	ILT/ Teacher Teams	Quarter 1	Quarter 2		
Fifteen percent of students targeted for reading and math intervention will reach NWEA targets	ILT/ Teacher Teams	All	ILT/ Teacher Teams	Quarter 1	Quarter 4		

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
Utilize STEP, Dibels and Scantron assessments, including diagnostic information to improve reading instruction in primary grades to address instructional gaps	Our 2011 Dibels data showed a K-2 80% Benchmark (78% of 2nd graders). However this school years' Scantron Fall and Winter data show only 44% of 3rd graders meeting in reading. In addition, our ISAT reading trend over time for 3rd grade students is 50%. We need more rigor in our primary grade level assessment practices to determine the precise interventional and overall instructional needs of individual learners. We scored our

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze Dibels data to determine areas for overall school improvement in the primary grades and areas of improvement for each individual K-2 student	ILT/ Teacher Teams	All	ILT/ Teacher Teams	Summer 2012	On-going		
Purchase Compass Learning Odyssey for ongoing targeted assessment and instruction	Instructional Materials	All	Administration	Summer 2012	Summer 2012		
Provide Primary PD on Dibels TRC and intervention	Professional Development	All	Administration	Summer 2012	On-going		
Provide Primary PD on Small group instruction and intervention	Professional Development	All	ILT/ Teacher Teams	Summer 2012	On-going		
Provide Primary PD on Fontas and Pinell Intervention program	Professional Development	All	Administration	Summer 2012	On-going		
Develop Data Wall by teacher for Dibels analysis and evaluation	Professional Development	All	ILT/ Teacher Teams	Summer 2012	On-going		
Replenish Classroom reading material	Instructional Materials	All	Administration	Summer 2012	On-going		
Hold regular Parent meetings to discuss reading progress of students	Parental Involvement	All	Administration	Summer 2012	On-going		
Provide Primary PD on Common Core instruction and assessment	Professional Development	All	ILT/ Teacher Teams	Summer 2012	On-going		
Provide PD on STEP assessment	Professional Development	All	Administration	Summer 2012	On-going		
Develop progress monitoring schedule by teacher for each primary student	ILT/ Teacher Teams	All	Administration	Quarter 1	On-going		
Conduct individual teacher accountability meetings to review reading progress of each student	Professional Development	All	ILT/ Teacher Teams	Quarter 1	On-going		
Provide Primary PD on informal reading assessment practices	Professional Development	All	ILT/ Teacher Teams	Quarter 1	On-going		
Analyze STEP data to determine areas for overall school improvement in the primary grades and areas of improvement for each individual K-2 student	Professional Development	All	ILT/ Teacher Teams	Quarter 1	On-going		
Fifteen percent of primary students targeted for intervention will demonstrate growth from intensive to Benchmark on Dibels (Fall to Spring)	ILT/ Teacher Teams	All	ILT/ Teacher Teams	Quarter 1	Quarter 2		

Strategic Priority 2

Fifteen percent of primary students targeted for intervention will demonstrate growth from strategic to Benchmark on Dibels (Fall to Spring)	ILT/ Teacher Teams	All	ILT/ Teacher Teams	Quarter 1	Quarter 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
Deliver Common Core aligned literacy instructions supported by high quality texts	We have a need to implement a rigorous, balanced literacy curriculum as The 2011 Scantron showed 59% of students in grades 3-5 not meeting reading targets, and 43% of students in grade 6-8 not meeting reading targets. 2012 Fall and Winter Scantron results show 38% in the Below level. Our 2011 ISAT results showed 33% of students not meeting ILS in reading. The Common Core standards offer a foundation for differentiation which

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop and deliver at least one common core instructional unit in reading and math each quarter in each grade level	ILT/ Teacher Teams	All	ILT/ Teacher Teams	Summer 2012	Summer 2012		
Research and make inquiries regarding common core aligned curriculum, and identify common core aligned textbooks/curriculum for use in 2013 -2014 school year	Professional Development	All	ILT/ Teacher Teams	Summer 2012	Summer 2012		
Provide common core professional development for teachers around text complexity	Professional Development	All	ILT/ Teacher Teams	Summer 2012	On-going		
Provide extended day bucket to support after school reading instruction	After School/ Extended Day	All	Administration	Summer 2012	Summer 2012		
Replenish classroom reading materials	Instructional Materials	All	Administration	Summer 2012	On-going		
Use intervention programs (Step, Compass Learning Study Island, & Read 180) aligned to the common core to support, track, and monitor student progress	Instruction	All	ILT/ Teacher Teams	Quarter 1	On-going		
Using text complexity triangular analysis, identify and purchase class sets (novels) with appropriate grade level complexity	Instructional Materials	All	ILT/ Teacher Teams	Quarter 1	On-going		
Conduct Regular Parent meetings to discuss student progress	Parental Involvement	All	Administration	Quarter 1	On-going		
Administer biweekly interim assessments to help track and monitor progress toward set school goals and individual student goals	Instructional Materials	All	Administration	Quarter 1	On-going		
Fifteen percent of students targeted for reading and math intervention will reach NWEA targets	ILT/ Teacher Teams	All	ILT/ Teacher Teams	Quarter 1	Quarter 4		

Strategic Priority 3



Strategic Priority 4

