



2012-2014 Continuous Improvement Work Plan

Helen Peirce International Studies ES

Ravenswood-Ridge Elementary Network
1423 W Bryn Mawr Ave Chicago, IL 60660
ISBE ID: 150162990252399
School ID: 610122
Oracle ID: 24891



Mission Statement

The mission of Helen C. Peirce School of International Studies is to guide students to take ownership of their learning through experiential engagement and reflective thinking. Peirce School provides a balanced curriculum designed to meet the academic, cultural and social-emotional needs of our diverse student body. All members of the Peirce community are committed to grow as productive, globally-minded citizens.

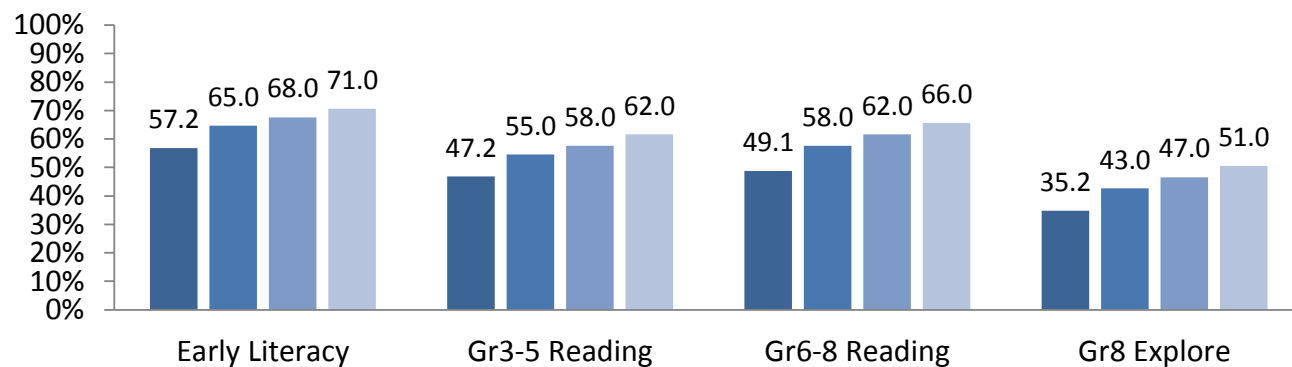
Strategic Priorities

1. Teachers deliver literacy instruction aligned to Common Core Standards and supported by high-quality texts of appropriate complexity. Teachers' regular practice will be focused on text complexity and academic vocabulary.
2. Teachers deliver math instruction aligned to Common Core Standards through multi-level targeted math groupings. Teachers' regular practice will be focused on problem-solving complexity and mathematical vocabulary.
3. Global Studies will be supported through humanities and International Studies curricula as well as high-quality texts and supplemental resources. Teachers will connect content area instruction that is rooted in the Common Core State Standards.
4. School-wide use of performing and visual arts will be integrated into the curriculum as well as high-quality arts specialty classes during and after school. Teachers will connect arts curricula that is rooted in the Common Core State Standards for vocabulary development and problem-solving.

School Performance Goals

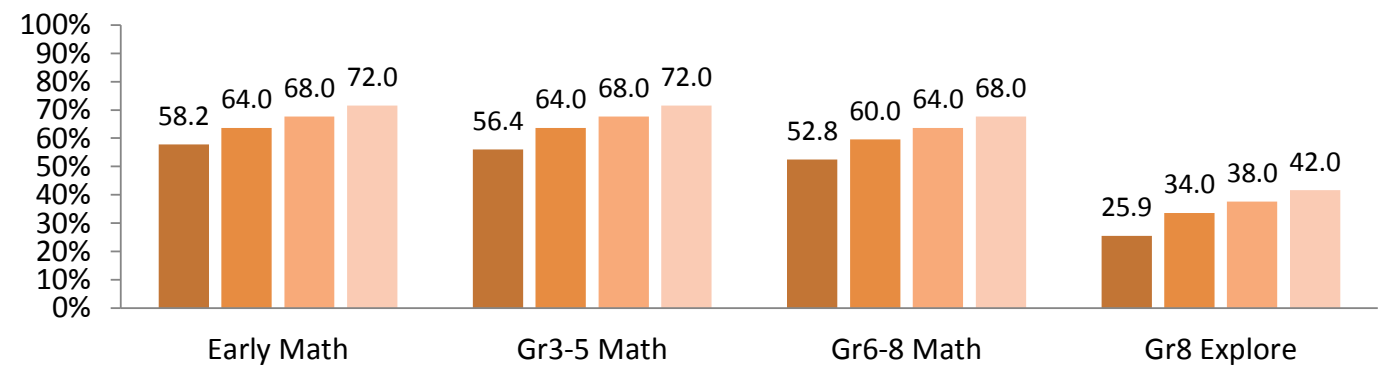
Literacy Performance Goals

■ 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:	Helen Peirce International Studies ES

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
Nancy Mendez	Principal
Denise Makowski	Assistant Principal
Brooke Thompson	LSC Member
Jennifer Foss	Lead/ Resource Teacher
Lydia Scheller	Classroom Teacher
Michele Handschuh	Classroom Teacher
Christine Drase	Classroom Teacher
Kathryn Schaper	Classroom Teacher
Shelley Terzian	Lead/ Resource Teacher
Jeffrey Aigner	Lead/ Resource Teacher
Jinny Gerhardt	Special Education Faculty
Cecilia Sweeney	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	57.2	65.0	68.0	71.0		Early Math % of students at Benchmark on mClass	58.2	64.0	68.0	72.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	47.2	55.0	58.0	62.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	56.4	64.0	68.0	72.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.4	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	63.3	70.0	75.0	80.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	49.1	58.0	62.0	66.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	52.8	60.0	64.0	68.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	57.3	65.0	70.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.1	58.0	63.0	68.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	35.2	43.0	47.0	51.0		Explore - Math % of students at college readiness benchmark	25.9	34.0	38.0	42.0



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	96.7	97.0	97.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	5.8	5.0	4.5	4.0

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	77.4	83.0	87.0	91.0		ISAT - Reading % of students exceeding state standards	20.5	27.0	30.0	33.0
ISAT - Mathematics % of students meeting or exceeding state standards	83.0	88.0	91.0	93.0		ISAT - Mathematics % of students exceeding state standards	25.5	33.0	37.0	40.0
ISAT - Science % of students meeting or exceeding state standards	86.5	90.0	92.0	93.0		ISAT - Science % of students exceeding state standards	19.4	25.0	28.0	31.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> After analyzing Scantron and School Report Card data, the ILT conducted a series of mini-rounds looking for trends in regards to instructional practice. The ILT identified the following area where growth is needed: scaffolding instruction to promote active student engagement toward a learning objective. Over a two month period (early 2012) teachers and the ILT clarified our Theory of Action and created a plan for immediate implementation of higher levels of engagement. 	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Principal provides opportunities for teachers, at various grade levels, to attend professional development in different content areas (conferences/workshops). Principal observes and monitors instructional practices utilizing the Charlotte Danielson Framework for teaching. Principal engages in professional dialogue with teachers regarding observable teaching practices and offers suggestions for improvement as necessary. Principal has built capacity among teacher leaders by establishing the Instructional Leadership Team. ILT members have developed a clear focus (Theory of Action) to drive purposeful instruction that will lead to intended outcomes. Principal has established grade level teams that meet on a weekly basis to view/discuss student data and set goals for increasing student engagement and performance. Principal has provided literacy support (literacy lead teacher) to strengthen collaboration amongst teachers in the classrooms. Principal provided opportunity for parents/guardians to attend data meeting to explain/discuss the school's performance score card and plan for improvement. Principal informs families and community members of upcoming activities and events. Principal engages in community partnerships (universities, local businesses, government offices) to guide continuous academic improvement within the school. 	

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
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 	<ul style="list-style-type: none"> *Core group of teachers perform leadership duties for the ILT *Grade Level Lead Teachers (minimal overlap w/ILT) *Grade level teams meet weekly with active participation of all teachers. *Teachers volunteer to produce events for students and families, i.e. Family Reading Night, Math & Science Night, Technology Night, Musical/Drama/Dance Performances. *Union Representative *Bilingual Lead teacher *SIPAAA/CIWP Team *Several teachers write grants for their own classroom materials and projects. (Oppenheimer, CFE, Donors Choose) *ILT members have written grants that benefit the whole school. (After School All-Stars, Innovation Grant, etc.) *All teachers have equity of voice in grade/course, ILT and whole staff meetings *Teachers have actively participated in relevant PD this year (Burley Institute, Education Through Music, Kindergarten Conference, 1st grade conference, middle school math/science, on-going Common 	

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
Instructional Leadership Team (ILT) ----->			
<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 	<ul style="list-style-type: none"> *The ILT is the center of most curriculum decision-making and assumes nearly all of the leadership duties in the school. *Since January 2012, the ILT has met weekly to develop our school's Problem of Practice based upon data collected from achievement score with additional input from whole staff PD sessions and staff meetings. *Our Theory of Action emerged from the ILT after weeks of data collected and analyzed from peer-observations. *Members of the ILT have facilitated staff development sessions with the intent of promoting two-way communication between school leadership and staff to improve instruction and make informed curricular decisions. 	3
Monitoring and adjusting ----->			
<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. 	<ul style="list-style-type: none"> *Data is analyzed when new information is available. *More teachers are utilizing this data to make informed and targeted instructional decisions. *RTI groups monitor student progress weekly.(100% success in Snapshot visit) 	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 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>Kindergarten -5th grade</p> <p>Follow Scope & Sequence and Pacing Guides from Basal texts:</p> <ul style="list-style-type: none"> *Math: Trailblazers *Language Arts: Harcourt <p>*Science Scope & Sequence implemented in 4th and 7th</p> <p>*Curriculum is organized into thematic units for Science and Social Studies K-3,5</p> <p>Middle School :</p> <ul style="list-style-type: none"> *IB program utilizes Unit Plans for each subject based on the Frameworks 	
	Instructional materials ----->			2
	<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). 	<ul style="list-style-type: none"> *Core reading material focused on a single text in both reading and math (Harcourt Reading and Trailblazers Math) with supplemental leveled text to enhance and support topics or themes *Materials are available to support students with disabilities and ELLs. *Teachers have participated in several PD sessions to increase proficiency in differentiation. 	
<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>				

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
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. 	<ul style="list-style-type: none"> *Scantron data available immediately after assessment of students *ILT has access to data after all grade levels complete exam *DIBELS assessment completed three times this year, giving K-2 teachers immediate feedback about each child so that instruction can be targeted to areas of need. *Recently grade level teams demonstrate mastery evidenced by student work based upon performance levels and rubrics written to the state standards *Teachers effectively differentiate classwork and assessments to accommodate students with disabilities and ELLs. *All state mandates are adhered to with regards to testing accommodations for students with disabilities and ELLs. 	

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
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. 	<ul style="list-style-type: none"> *Most teachers submit lesson plans weekly with modifications for all learners included. *Lesson plans submitted include state standards that will be covered. *Several PD sessions this year focused on how to keep all students engaged and motivated to learn. * Mini-rounds observations were conducted by all staff members to find common trends instruction. *School focused on defining rigor and how to effectively sequence lessons using different instructional strategies. *Our Problem of Practice originally centered around effective use of question (inquiry), but later was modified based upon further findings from the mini rounds. *Each teacher is looking at the common core standards and student work to monitor progress and checks for understanding. *Each teacher regularly looks at data, during grade level meeting, to understand students needs. 	

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
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> *Differentiation & RTI implemented in each classroom, with varying degrees of success. *Supports in place (RTI) across the grade levels with a focus on targeting ELL and SpEd students. *Snapshot visit showed 100% mastery in data collection for RTI groups. Tier 2 supports (RTI) in place to enhance and support instruction when needed. 	
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. 	<ul style="list-style-type: none"> *2nd semester of this year we have put into place a series of professional development opportunities which align to our school-wide priorities and growth goals. *ILT has closely monitored and reflected upon the effectiveness of each PD session which has driven the development of new strategies where needed. 	

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 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> *Teachers regularly meet to collaborate using student work to inform decisions and next steps in instruction. *Teachers regularly collaborate with special education teachers, other specialist and ELL teachers in the grade level meetings. *Teacher teams and ILT members share ownership in student learning, school focus and direction of learning. *Summer planning team reflected on school year and provided a direction for the school to move forward and change. 	
	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. 	<ul style="list-style-type: none"> *The literacy lead teacher has provided literacy support to 84% of our newer teachers (5/6) this year (part-time coach). *Administrative team conducted observations and feedback sessions to all teachers (49/49). *IB Coordinator provides feedback to middle school teachers regarding their unit planners and instruction (10/10). *Differentiated professional development opportunities included: K-3-guided reading, 4-5-small group, and 6-8-IB framework, 2, 3, 6-8-executive functions. *Whole staff professional development included: scaffolded questions, CCSS, rigor, Reach, Theory of Action and POP planning sessions. 	

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 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"> *100% of 6th-8th grade students are taught the importance of becoming college and career ready through the IB MYP framework. The following list indicates authentic measures taken to encourage college and career standards: <ul style="list-style-type: none"> ~High School Fair ~High School presentation and application process (students/parents) one on one sessions ~Partnership with ISU (field trips to campus) ~Northwestern tutoring program ~Career Day ~Student Council ~Rush Neurobehavioral Executive Functions 	
	Relationships ----->			4
	<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. 	<ul style="list-style-type: none"> *Students with special situations are included in all learning activities, physical activities, events and shows. *Positive atmosphere permeates throughout the building all stakeholders adhere to these expectations. *International Studies and the family unit of all cultures has been the focus throughout the school year. *International events are supported by the community. 	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> *Decrease in detentions and overall behavior issues since we implemented the principles of Positive Behavioral Interventions and Supports. *Last year in the Middle School we put into action a Check in/Check out program Several students needed additional adult mentoring(Tier 3) *This year the program was expanded to include 5th grade at the beginning of the year and, later, students as young as 2nd grade. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	<ul style="list-style-type: none"> Principal writes and distributes a monthly newsletter. Administration has scheduled special meetings to address family's concerns regarding different issues. Two information sessions were offered to families to help answer questions about the Full School Day. Also, information was given to parents explaining the School Report Card. Peirce hosts a school-wide Curriculum Night each September to give parents a chance to meet teachers and hear about expectations for the coming school year. Support is offered to students and families as they navigate through the CPS high school application and testing process. Peirce organizes a High School Open House each year and invites several area high schools to come so that students and their 	
	Ongoing communication ----->			4
	<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. 	<ul style="list-style-type: none"> Each teacher keeps a Communication Log. Progress Reports are sent out every 5 weeks. Teachers schedule conferences with parents on an on-going basis when needed. Information given to families regarding Scantron expectations. Translation services provided for families who speak only Spanish, Vietnamese and Cantonese. 	
Bonding ----->			4	
	<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. 	<ul style="list-style-type: none"> Family Reading Night Technology Night Math/Science Night International Dinner Fiesta de Arte School performances: After School All-Stars Showcase, Holiday Sing, Spring Concert, Circus, Renaissance Showcase, Annual 5th grade Musical Science Fair Histroy Fair Parent workshops sponsored by PAC, BAC and MPTSO 	

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
6: College and Career Readiness Supports	Specialized support ----->			4
	<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. 	<ul style="list-style-type: none"> *Teachers collaborate with parents regularly via email, phone calls. *Home visits conducted by teachers, when appropriate, or our security officers. *On staff counselor, part time speech therapist, occupational therapist, psychologists, and social worker. *Families are given information about support services in our 	
	College & Career Exploration and election ----->			3
	<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. 	<ul style="list-style-type: none"> *College banners visible in middle school corridor. *Middle School hosts and Annual Career Day. Over 50 professionals from diverse backgrounds present to 6th - 8th grade students. *All 6th -8th grade students participated in at least one session of the CEO Program (Career Expectations and Opportunities) offered 	
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. 	<ul style="list-style-type: none"> *Peirce's International Baccalaureate program in our Middle School (candidate school), becomes a feeder program to Senn High School's IB MYP and Diploma program. *This year the ILT worked with the whole staff to better align the curriculum to meet the needs of the 21st century career path (problem-solving skills, creative and critical thinking, collaboration). *Staff defined focusing on implementing Common Core Literacy Standards as a school-wide goal for next year. Teachers will participate in Learning Communities and book study as part of the implementation process. 		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> *After School All-Stars program offered for one hour/5 days per week for 20 weeks. Classes offered included: international dance (Asian, Bollywood, Latin, ballet), drama, music (choral and instrumental), chess, Service Learning, Yearbook, art, Spanish and 		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<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. 	*EXPLORE test administered in 8th grade.	
	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. 	DOES NOT APPLY	
Transitions ----->			4	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> *Kindergarten students participate in an end-of-year celebration in June. *5th graders participate in a Middle School orientation in the late spring. *Teachers work together to place students in appropriate classrooms each year. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<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. 	<ul style="list-style-type: none"> *100% of discretionary funding is utilized in the following manner: ~Purchase teachers ~Supplies/materials to meet the instructional needs of the entire school ~Instructional and technological resources aligned to instructional priorities ~After school remedial and enrichment classes ~Tutoring for 1st and 3rd grade (retiree) *Obtain additional funding: ~ASAS grant ~Community partner (Hopleaf Restaurant) ~State Senator (science lab grant) *Community Partnerships: ~Little Linguists Language Academy ~Mad Science 	
	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. 	<ul style="list-style-type: none"> *Team (panel) assembled for "new hire" interviewing process: ~Question/answer session, written piece, demonstration lesson, post conference after demo lesson, and final determination of candidate placement based on the instructional goals of the school. *ILT established, with representatives from all grade clusters and departments. ILT knowledge and expertise utilized to provide feedback and PD for faculty. *Scheduling maximizes instructional time and equity in participation of special classes across the school. 	
Use of Time ----->			3	
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> *School schedule is designed to fit the framework of IB and CPS. *Middle school students run a 2*4 block schedule with A_B days *grades K-5 run a day 1-5 schedule to provide equality of time in the fine arts classes, computers and library. *Intervention blocks are embedded within the schedule. *Schedule allows for weekly team meetings for teachers to collaborate on teaching and learning. 		

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 Helen C. Peirce School of International Studies is to guide students to take ownership of their learning through experiential engagement and reflective thinking. Peirce School provides a balanced curriculum designed to meet the academic, cultural and social-emotional needs of our diverse student body. All members of the Peirce community are committed to grow as productive, globally-minded citizens.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers deliver literacy instruction aligned to Common Core Standards and supported by high-quality texts of appropriate complexity. Teachers' regular practice will be focused on text complexity and academic vocabulary. Teachers will build knowledge through content-rich informational text and reading and writing will be grounded with evidence from the text.	Implementation of a rigorous literacy curriculum based on CCSS is necessary because: <ul style="list-style-type: none"> •20.5% of Peirce students exceeded standards on the state standardized test which translated to a negative value-added score. •According to Scantron results, 55% of Peirce students are meeting growth targets in reading. •On the Peirce School Performance Score Card we have been charged with providing clear, challenging and ambitious instruction.
2	Teachers deliver math instruction aligned to Common Core Standards through multi-level targeted math groupings. Teachers' regular practice will be focused on problem-solving complexity and mathematical vocabulary.	Implementation of a rigorous math curriculum based on CCSS is necessary because: <ul style="list-style-type: none"> •22.5% of Peirce students exceeded standards on the state standardized test which translated to a negative value-added score. •According to Scantron results, 56.2% of Peirce students are meeting growth targets in math. •On the Peirce School Performance Score Card we have been charged with providing clear, challenging and ambitious instruction.

3	<p>Global Studies will be supported through humanities and International Studies curricula as well as high-quality texts and supplemental resources. Teachers will connect content area instruction that is rooted in the Common Core State Standards.</p> <p>Global Studies curricula will have an emphasis on reading and writing strategies that will be grounded in content-rich informational text.</p>	<ul style="list-style-type: none"> •As a part of the International Baccalaureate Middle Years Programme, Peirce is committed to promoting intercultural awareness and service learning. •Global studies will promote non-fiction reading, research related to global themes, and service-learning. •The Global Studies program will enhance students' practice with reading and analyzing non-fiction texts, which will target 80% of Peirce students needing such support. •The service component will provide students with opportunities for project- based learning.
4	<p>School-wide use of performing and visual arts will be integrated into the curriculum as well as high-quality arts specialty classes during and after school. Teachers will connect arts curricula that is rooted in the Common Core State Standards for vocabulary development and problem-solving.</p>	<ul style="list-style-type: none"> •Arts Integration nourishes students' abilities to be critical thinkers and innovators. •The skills required to produce and critique art (creativity and problem-solving) are 21st century college and career-readiness skills. •Research confirms that students in schools that provide a fine arts curriculum academically outperform their peers. •Research confirms that when fine arts are an integral component of the school day, it positively impacts student attendance and academic performance.
5		

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
Teachers deliver literacy instruction aligned to Common Core Standards and supported by high-quality texts of appropriate complexity. Teachers' regular practice will be focused on text complexity and academic vocabulary. Teachers will build knowledge through content-rich informational text and reading and writing will be grounded with	Implementation of a rigorous literacy curriculum based on CCSS is necessary because: •20.5% of Peirce students exceeded standards on the state standardized test which translated to a negative value-added score. •According to Scantron results, 55% of Peirce students are meeting growth targets in reading.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing Common Core State Standards aligned literacy instruction delivered by teacher leaders to each grade cluster.	Professional Development	Not Applicable	ILT	Quarter 1			ILT will work with grade level chairs to expand CCSS knowledge and will provide assistance in planning for grade level meetings, so that teachers can fully understand the impact on student achievement.
Grade level teams map out a continuum of learning to apply new Common Core State Standards literacy standards into classroom instruction.	ILT/ Teacher Teams	Not Applicable	All teachers	On-going			Standards will be identified, discussed, and implemented in classrooms, and teachers will analyze student work at grade level meetings. Teams will continually revisit, deepen, and revise their understanding of the standards.
Develop and utilize a common language for literacy comprehension instruction K - 8.	ILT/ Teacher Teams	All	All teachers	Quarter 1			Unpack verbiage from standards to build common language and consensus on usage in all classrooms K-8--what it means and what it looks like at all grade levels.
Conduct an audit of existing texts aligned to Common Core State Standards and invest in supplemental non-fiction texts.	ILT/ Teacher Teams	Not Applicable	All teachers	Quarter 2			Look at books in classrooms and match them with CCSS to comprehend complexity. Add additional text to meet the needs of students using lexile scores. Provide training for deeper understanding. Grade level teams will collaborate to discuss alignment to CCSS and application in instructional practice.
Implement goal-based learning communities (RTI) to target individual student areas of need and/or provide challenging enrichment.	Instruction	All	All teachers	On-going			"A" day RTI skills-based groups meet, "B" day global studies (non-fiction focused) groups meet. RTI-skills-based, grade level, reading level, language proficiency, and behavioral needs of students will be considered for both groupings.

Strategic Priority 1

K-5 teachers will participate in additional professional development to target LEP students using the ccss and existing curricular materials.	Professional Development	Not Applicable	K - 5 teachers	Quarter 1		During opening days of school, teachers will attend PD that will provide parameters on how to best utilize the Harcourt support kit and scaffold instruction specific to ELL (sub group not meeting AYP). Additional supports for LEP students will include visual aides, web-based assessments, books on tape, and leveled readers to ultimately guide teachers in utilizing authentic literature in their instructional practice with LEP students..
Teachers will implement small group targeted instruction in Reading using leveled texts.	Instruction	All	All teachers	On-going		Student Groupings: Matching books to readers (lexiles), text complexity, skills, types of learners, social emotional needs, interest and time management.
Develop and implement writing workshop curriculum focusing on non-fiction subject matter.	ILT/ Teacher Teams	All	All teachers	Year 2		Year 1-WW implementation, Year 2 continue Y1, then target writing to expand "content area" writing (communication, argument, research, persuasion, information) using text and lessons in the content areas to build and reinforce sophistication in writing.
All teachers will integrate non-fiction reading strategies into all content areas of instruction.	Instruction	All	All teachers	Quarter 3		Teacher book club discussions of anchor text (Comprehension Tool Kit, Texts and Lessons), followed by "Try it Out" (analyzing student work), then revising and revisiting instructional practice (and make adjustments to meet student targets for comprehension).
In addition to ensuring full access to ccss (e.g. via accommodations and modifications), target deficiencies in foundational skills of students with disabilities	Instruction	Students With Disabilities	Special Ed teachers	On-going		Implement goal-based reading strategies utilizing technology, leveled text, multisensory phonics instruction (e.g. Wilson) to all students in need of this support
In addition to ensuring full access to ccss (e.g. via accommodations and modifications), target deficiencies in foundational skills of ELLs	Instruction	English Language Learners	LEP teachers	On-going		Implement goal-based reading strategies utilizing technology, leveled texts and native language instruction (K-3) for all students in need of this support.
ILT undergo Common Core State Standards professional development.	ILT/ Teacher Teams	Not Applicable	ILT members	Summer 2012		ILT will attend PD for CCSS to develop a strong foundation and understanding, so that they will be able to provide PD for colleagues, which will, in turn guide teachers in utilizing the CCSS effectively to inform their instructional decisions. Also, ILT will participate in Book Club using Powerful Learning to build common language and strengthen pedagogical knowledge.



Strategic Priority 1

Target professional development for small group reading strategies and instruction.	Professional Development	All	All teachers	On-going			First 5 days of PD before school commences will focus on small group reading strategies connected to CCSS and Comprehension Tool Kit (mentor text).
Funded items to support the overall instructional program. View Below.							
Teacher Professional Development (NCLB)							
Supplies (NCLB)							
Reduced Class Size Teacher (NCLB)							
Summer Planning Team (SGSA)							
Instructional Leadership Team (SGSA)							
Retired Teacher Tutors (NCLB)							
After School Reading (SGSA)							
Retired Teacher Mentors (NCLB)							
Clerk-Summer/Before/After School Support (SGSA)							
After School ELL/SpEd (SGSA)							

Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers deliver math instruction aligned to Common Core Standards through multi-level targeted math groupings. Teachers' regular practice will be focused on problem-solving complexity and mathematical vocabulary.	Implementation of a rigorous math curriculum based on CCSS is necessary because: <ul style="list-style-type: none"> •22.5% of Peirce students exceeded standards on the state standardized test which translated to a negative value-added score. •According to Scantron results, 56.2% of Peirce students are meeting growth targets in math.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing Common Core State Standards-aligned math instruction delivered by teacher leaders to each grade cluster.	Professional Development	All	ILT	Year 2			ILT will work with grade level chairs to expand CCSS knowledge and assist in planning for grade level meetings, so that teachers can fully understand the impact on student achievement.
Grade level teams map out a continuum of learning to apply new Common Core math standards into classroom instruction.	ILT/ Teacher Teams	All	Grade Level Teams	Year 2			Standards will be identified, discussed, and implemented in classrooms. Teachers will analyze student work at grade level meetings. Teams will continually revisit, deepen, and revise their understanding of the standards.
Implement goal-based learning communities (RTI) to target individual student areas of need or provide challenging enrichment in math.	Instruction	All	All teachers	On-going			RTI skills based groups meet- building foundational skills (e.g. math facts, computational skills, and math fluency). Enrichment groups will also be focused on challenging students to move towards higher levels of achievement
In addition to ensuring full access to ccss (e.g. via accommodations and modifications), target deficiencies in foundational skills of students with disabilities, including building functional math skills	Instruction	Students With Disabilities	Special Ed teachers	On-going			Implement goal-based math strategies utilizing technology, multi-sensory tools (e.g. manipulatives), and real-world experiences for all students in need of this support.
In addition to ensuring full access to ccss (e.g. via accommodations and modifications), target deficiencies in foundational skills of ELLs		English Language Learners	LEP teachers	On-going			Implement goal-based math strategies utilizing technology, multisensory tools (e.g. manipulatives), and native language instruction (k-3) to all students in need of this support



Strategic Priority 2

ILT attends Common Core State Standards professional development.	ILT/ Teacher Teams	Not Applicable	ILT	Summer 2013		ILT will attend PD for CCSS to develop a strong foundation and understanding, so that they will be able to provide PD for colleagues, which will, in turn guide teachers in utilizing the CCSS effectively to inform their instructional decisions. Also, ILT will participate in Book Club using Powerful Learning to build common language and strengthen pedagogical knowledge.
Funded items to support the overall instructional program. View Below.						
After School Math (SGSA)						
Supplies (SGSA)						
Retired Teacher Mentors (SGSA)						
Executive Functions (SGSA)						
Educational Support Personnel (SGSA)						
Kdg. Summer School (SGSA)						
1st Gr. Summer School (SGSA)						
4th Gr. Summer School (SGSA)						

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
<p>Global Studies will be supported through humanities and International Studies curricula as well as high-quality texts and supplemental resources.</p> <p>Teachers will connect content area instruction that is rooted in the Common Core State Standards.</p> <p>Global Studies curricula will have an emphasis on reading and writing strategies that will be grounded in content-rich</p>	<ul style="list-style-type: none"> •As a part of the International Baccalaureate Middle Years Programme, Peirce is committed to promoting intercultural awareness and service learning. •Global studies will promote non-fiction reading, research related to global themes, and service-learning. •The Global Studies program will enhance students' practice with reading and analyzing non-fiction texts, which

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a school-wide global studies curriculum (focused on an annual theme) that will include fiction and non-fiction reading, research, presentation and a service learning component.	Instruction	All	Global Studies Committee	Summer 2012			A team of teachers will collaborate to establish goals for global studies curriculum, select texts, and determine what will be reasonable and realistic for instruction at each grade level; develop curriculum; and find resources to support global studies.
Provide professional development for all teachers on how to integrate global studies into the curriculum.	Professional Development	Not Applicable	Global Studies Committee	Quarter 1			ILT will provide teachers with written plan, at each grade level, that will specify goals and lessons for the entire school year. Each grade level team will receive an instructional guide book on global studies.
Teachers will use Common Core State Standards to connect non-fiction reading and writing standards to units on global studies.	ILT/ Teacher Teams	Not Applicable	Teachers	On-going			Standards will be identified, discussed, and implemented in classrooms, and teachers will analyze student work at grade level meetings. Teams will continually revisit, deepen, and revise their understanding of the standards as it relates to global studies.
Teachers will guide students to conduct research related to the school-wide theme.	Instruction	All	Teachers	On-going			Students will conduct research related to the annual theme and their country of study. Each grade level will create a list of effective topics, find resources to support research, determine final products appropriate for grade levels, and create activities that will lead to these final products



Strategic Priority 3

Teachers will guide students to create a research-based service project.	Instruction	All	Teachers	On-going		Teachers will create a list of possible service projects that are appropriate, find community resources and partners, identify the service learning project leaders, and facilitate completion of the project. Kdg.-4th grades will collaborate to create a classroom service project. 5th-8th grade students will be given opportunities to develop individual inquiry-based projects that will match their interests and passions.
Teachers will guide students to create a presentation to share the results of their service project. Students will teach other students about the global issue surrounding their service project.	Instruction	All	Teachers	On-going		Students will teach other students what they have learned from their experiences in developing their service projects. A school-wide Global Bazaar, with final projects, will be displayed for family and community viewing. This will be the culmination of the Global Studies focus for each respective year 2013-2014.
Global Studies Committee will attend PD at the University of Chicago	Professional Development	Not Applicable	Global Studies Committee	Summer 2012		Global Studies coursework has begun and will continue through Summer 2013; teachers learn how to embed multiple ccs standards into yearlong schoolwide global studies theme through the use of literature (with text complexity and diversity).
	Other	Not Applicable		On-going		
Funded items to support the overall instructional program. View Below.						
Furniture/Equipment (SGSA)						
History Fair Fee (NCLB)						
Technology-Trouble Shooting (SGSA)						
Students Living in Temporary Situations (NCLB)						
Pre-Kindergarten Supplies (SGSA)						
Mini-Rounds (SGSA)						



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
School-wide use of performing and visual arts will be integrated into the curriculum as well as high-quality arts specialty classes during and after school. Teachers will connect arts curricula that is rooted in the Common Core State Standards for vocabulary development and problem-solving.	<ul style="list-style-type: none"> •Arts Integration nourishes students' abilities to be critical thinkers and innovators. •The skills required to produce and critique art (creativity and problem-solving) are 21st century college and career-readiness skills. •Research confirms that students in schools that provide a fine arts curriculum academically outperform their

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide students with high-quality, rigorous art instruction taught by a certified art teacher.	Instruction	All	Art Educator	On-going			Fund full-time art teacher.
Provide students with high-quality, rigorous music instruction taught by a certified music teacher.	Instruction	All	Music Educator	On-going			Fund full-time music teacher.
Continue partnership with Giordano Dance Company to provide students from two grade levels with opportunities to study the human anatomy and participate in experiential learning through dance.	Instruction	Other student group	5th Grade Teachers and another grade level tbd	On-going			Science goals related to dance study will align with CCSS. Participation is contingent upon meeting Giordano Dance Company's grant requirements.
Continue partnership with Raven Theatre to provide drama instruction to 4th grade students.	Instruction	Other student group	Principal	On-going			Literacy and character-building components will be embedded within drama instruction (dramatic play).
Offer "Arts" learning opportunities after school (ceramics, painting, drama, choir, recorder ensemble, circus, dance)	After School/ Extended Day	All	After School Coordinator	On-going			Contingent upon receipt of ASAS grant funds.
Collaboration with the fine arts teachers to assist in the integration of the arts in unit planning.	Instruction	Not Applicable	All Teachers	On-going			Connect literacy across the content areas to the "Arts" (e.g. enhancing vocabulary, critical thinking, expression, writing, fluency). Partnership with Writer's Theater program (6th and 8th grade).
Host culminating fine arts performances in music, dance and drama during each respective year 2013-2014.	Instruction	All	Principal Teachers	Quarter 4			Annual 5th Grade Musical, Renaissance Performance, Spring Concert, Circus, ASAS Showcase.
Host a "Fiesta de Arte" family and community event featuring student-made art creations.	LSC/ PAC/ PTA	All	FOP/MPTSO Parent Groups	Quarter 4			Student learning will be depicted through individual art creations.
Continue partnership with May I Have This Dance Company to provide ballroom dance instruction to 5th grade students.	Instruction	All	Principal	Quarter 3			Literacy, character-building (social-emotional) components will be embedded within dance instruction.



Strategic Priority 4

Continue partnership with Writers' Theatre to provide theatre and performing instruction to middle school students.	Instruction	All	Principal	Quarter 3			Literacy-building skills through novel studies (collaboration, critical thinking, creative expression and cross-cultural dialogue). Participation is contingent upon meeting Writers' Theatre grant requirements.
Funded items to support the overall instructional program. View Below.							
Full-time art teacher (SGSA)							



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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