



2012-2014 Continuous Improvement Work Plan

William Penn Elementary School

Austin-North Lawndale Elementary Network

1616 S Avers Ave Chicago, IL 60623

ISBE ID: 150162990252400

School ID: 610123

Oracle ID: 24911



Mission Statement

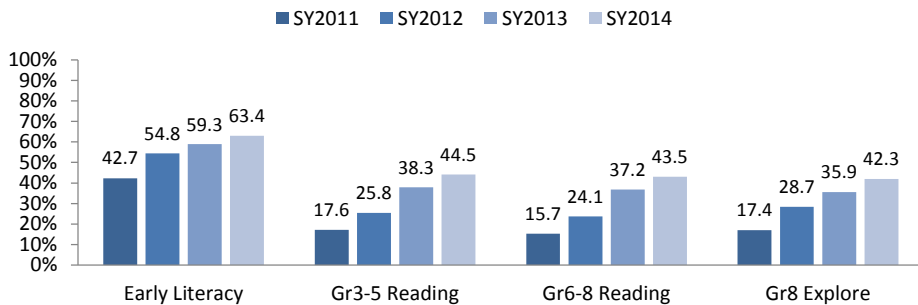
If, the educators of William Penn Elementary School provide students with opportunities to engage in literature, writing, mathematical and science concepts that are hands on, as well as technology that is current and allows students to explore outside of the classroom...If, students are provided a safe and positive learning environment in which they are not afraid to ask questions, give their opinions or debate on issues in which they have taken a stance...If, administrators provide needed professional development based on the strengths and weaknesses of the educators, and provide opportunities for teachers to collaboratively plan using data consistently to make decisions about students instructional needs

Strategic Priorities

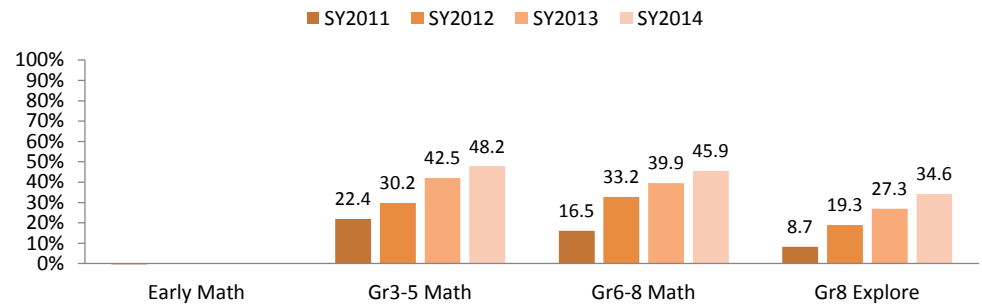
- 1. Establishing a school culture and learning environment whereas students look forward to coming to school and are eager to learn.
2. Establishing rigorous science instruction in which each student is expected to learn at high levels; each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.
3. Establishing a rigorous literacy classroom environment in which each student is expected to learn at high levels; each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.
4. Improve current school climate by establishing a set of common expectations, mutual trust between school stakeholders, and a belief that student success and engagement in school are the responsibility of ALL school stakeholders
5. .

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](http://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:	William Penn Elementary School

### Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Dr. Sherryl Moore-Ollie	Principal
Dr. Chinyere Okafor-Conley	Assistant Principal
Mrs. Katherine Smith	Classroom Teacher
Carolyn Hathorne	Classroom Teacher
Adrienne Powell	Classroom Teacher
Anthony Patton	LSC Member
Mahnlaye Boayue	Special Education Faculty
Heather Ferguson	Special Education Faculty
Ebony Wardlow	Classroom Teacher
Cielo Munoz	Special Education Faculty



## 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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	42.7	54.8	59.3	63.4		<b>Early Math</b> % of students at Benchmark on mClass	NDA			
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	17.6	25.8	38.3	44.5		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	22.4	30.2	42.5	48.2
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	53.0	57.7	61.7	65.5		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	51.5	56.4	60.8	64.7
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	15.7	24.1	37.2	43.5		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	16.5	33.2	39.9	45.9
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	51.3	57.4	61.6	65.5		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	42.5	51.4	56.3	60.6
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	17.4	28.7	35.9	42.3		<b>Explore - Math</b> % of students at college readiness benchmark	8.7	19.3	27.3	34.6



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	91.8	95.0	96.0	96.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	5.7	5.2	5.2	5.0

## 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	52.5	65.0	71.0	75.0		<b>ISAT - Reading</b> % of students exceeding state standards	5.4	16.2	24.6	32.1
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	62.5	68.0	75.2	81.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	8.0	19.8	27.8	35.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	46.0	60.0	65.0	70.0		<b>ISAT - Science</b> % of students exceeding state standards	0.0	10.0	20.0	30.0

### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>The school's measurable goals are as follows:</p> <ul style="list-style-type: none"> <li>Attendance: Increase our school-wide attendance percentage to a minimum of 96%.</li> <li>Science: Increase overall meets/exceeds to a minimum of 60%.</li> <li>Literacy: Increase overall student meets/exceeds to 65%. Improve Reading Exceeds from 5.5% to 16.2%.</li> </ul> <p>The school has established a clear theory of action which includes but not limited to: Increased professional development, common planning times, classroom observations, instructional leadership team collaboration, teacher collaboration, and on-going analysis of</p>		
<b>Principal Leadership</b> ----->					<b>2</b>
<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Currently professional learning is organized through whole staff development and has not necessarily addressed individual teacher needs.</p> <p>The Principal Leadership goals for 2013 SY include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>Create a professional learning system that is proactive vs. reactive to teacher needs, interest, and professional growth. This will be established by the utilization of teacher surveys, individual learning plans, &amp; school data analysis).</li> <li>Principal will provide teachers with information and guidance to inform their development.</li> <li>Principal will routinely engage teachers in reflection and self assessment regarding their own performance (3 times per year).</li> </ul>			

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Although all teachers are invested in the success of William Penn Elementary. This is evident in the various leadership teams that teachers are invested in such as: ILT-Instructional Leadership Team, Foundations Team, Rtl Team, and Grade Level Teams; however teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</p> <p>The teacher leadership goals for 2013 SY include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>• Establish and nurture a school culture where each teacher is encouraged to share learning about effective practices from PD and other schools.</li> <li>• Each teacher has equity of voice.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• 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.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus.</li> <li>• 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.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly</li> </ul>	<p>Currently the Instructional Leadership Team does not consistently lead professional development activities- whole staff PD, teacher teams and coaching.</p>	
<b>Monitoring and adjusting</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Currently our school has a systematic approach to analyzing data from District /Network assessments (Scantron, DIBELS, &amp; Achieve 3000) however; analysis does not always lead to effective instructional practices that align to student goals.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	Currently teacher's curriculum plans do not reflect year-long scope and sequence. Quarterly plans include some grade appropriate complex text and assessments.	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	Each grade level or course team has a set of instructional materials that are aligned with Illinois learning standards. There is a need to purchase additional "complex text" literature.	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Currently all teachers keep a comprehensive data binder to monitor student progress; however the current method may not adequately provide a complete picture of student learning (i.e. Minimum student work and performance tasks).</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Currently, communication of the learning objective is inconsistently communicated. This is evident through observation of teacher practice. Teachers do not always scaffold instruction to engage all students in complex tasks (i.e. differentiated instruction and flexible grouping).</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Currently the school's Response to Intervention (RTI) approach is inconsistent when referring students in need of intervention, determining effective measures of success, and at times lack effective progress monitoring.</p>	
	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Currently professional learning is aligned to school wide priorities and growth goals; however time restraints have limited the quantity and quality of on-going professional development.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	Currently teachers collaborate in regular cycles, but the focus is on a mix of activities that may change from week to week. Teams are inclusive of general education, special education, and bilingual teachers. Teachers do not currently have a consistent protocol for team collaboration.	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	Currently, new teachers are provided with ample coaching support and have a coaching plan, however tenure teaching do not receive the same support. Teachers receive frequent quality feedback to support individual growth (i.e. post conferencing). Minimal peer observations/classroom visitations occur to support professional learning.	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	Currently the school does not currently have an intentional plan to build and maintain a college going culture; however students participate in ad-hoc college career readiness activities (i.e. career day, visits to college, and student leadership activities). Students have voice through student council representatives and student perception surveys such as MY Voice.	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	Some students form bonds with adult advocates. Students with disabilities are given ample opportunities to interact with peers (i.e. field trip collaborations, school play, special events, student council, and inclusion in resources classes).	
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	The school is currently implementing Foundations (school wide approach to discipline and expectations for all). Currently discipline violations and positive behavior supports are handled differently between teachers and staff. According to the most recent My School's Performance Data, Penn scored a 78 in the area of "safety" and a 99 in the area of "supportive environment".	

### 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
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	Principal provides on-going clear information for families on school performance via: <ul style="list-style-type: none"> <li>School website (updated regularly)</li> <li>School monthly calendars</li> <li>School Monthly Newspaper (Penn Times)</li> <li>LSC, PAC, &amp; BAC Meetings</li> </ul>	<ul style="list-style-type: none"> <li>School</li> </ul>
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Principal provides clear information for families on school performance by: <ul style="list-style-type: none"> <li>School website</li> <li>School monthly calendars</li> <li>School Newspaper (Penn Times)</li> <li>LSC Meetings</li> </ul> Teachers provide families information on their grading systems and	
<b>Bonding</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	Currently the school is characterized as a "home away from home". Parents frequently visit the school and participate in various school activities (i.e. assemblies, talent shows, literacy/math nights, books fairs, parent meetings).	

### 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
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	School conducts an intensive outreach to families (i.e home visits, collaboration with social services (21st century), temporary living situationa accomodations).	
	<b>College &amp; Career Exploration and election</b> ----->			
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	School conducts an intensive outreach to families (i.e. home visits, collaboration with social services (21st century), and temporary living situation accommodations).	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	The school currently emphazies core instruction and advisory aligned to the Explore Assessment which informs their placement in highschool course work.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Currently the school offers a variety of social and academic enrichment programs that meet our students individual needs (i.e. math/reading enrichment, computers, newspaper club, dance, drama, drum line, arts & crafts, girl social club, and sports).		

### 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
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	Currently College & Career Assessments is limited to the Explore Test which is given to eighth grade students only.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Not Applicable	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	Currently there is a sytematic approach for transitioning student from headstart to Kindergarten. Teachers facilitate a exiting conference which include expectations, options, and general information. The school counselor and eighth grade teacher communicates open house information, accompany students to high fair(s), and coordinate high school vistations. Special education teachers meet with parents and school team to review eighth grade students' Individual Education Plans to ensure proper placement.	



### 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
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	Currently allocations of all discretionary funds are aligned to students' needs and strategic priorities. The school partners with several community organizations that offer resources to support student achievement.		
	<b>Building a Team</b> ----->				<b>2</b>
<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• 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.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	Currently hiring is conducted in a 2-3 step process which includes a telephone interview, on site interview with members of the Instructional Leader Team, and if applicable a follow up interview. The current process does not incorporate an opportunity for candidates to demonstrate knowledge or skill in the classroom.			
<b>Use of Time</b> ----->				<b>2</b>	
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	Currently school schedule is designed based on the number of minutes per subject or course. School schedule allows for regular collaboration in teams. Currently, struggling students do not receive structured or consistent intervention in dedicated blocks.			

Date Stamp November 22, 2012



### 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

If, the educators of William Penn Elementary School provide students with opportunities to engage in literature, writing, mathematical and science concepts that are hands on, as well as technology that is current and allows students to explore outside of the classroom...If, students are provided a safe and positive learning environment in which they are not afraid to ask questions, give their opinions or debate on issues in which they have taken a stance...If, administrators provide needed professional development based on the strengths and weaknesses of the educators, and provide opportunities for teachers to collaboratively plan using data consistently to make decisions about students instructional needs

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Establishing a school culture and learning environment whereas students look forward to coming to school and are eager to learn.	If we keep parents consistently informed, celebrate our student's attendance successes, and stay abreast of our school's attendance data then we will maintain and increase our school attendance to a minimum of 96%.
2	Establishing rigorous science instruction in which each student is expected to learn at high levels; each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.	Currently less than 50% of students are meeting/exceeding standards in science and 0% are exceeding. If we ensure that our teachers are abreast of current best practices, increase the number of student problem solving/hands on learning opportunities, and design Common Core base science curriculum plans/ assessments (with the knowledge of our students' diverse learning styles), then we will significantly increase our meets/exceeds to a minimum of 60% school wide.
3	Establishing a rigorous literacy classroom environment in which each student is expected to learn at high levels; each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.	Penn currently has a -0.2 Value Added in Reading which impedes our goal of getting off of probation. If we ensure that our teachers are abreast of current literacy best practices, implement rigorous small group reading instruction within our classrooms, design quarterly CCSS & ILS curriculum maps which includes RTI strategies, and progress monitoring, then we will increase our overall meets/exceeds in reading to a minimum of 65%.
4	Improve current school climate by establishing a set of common expectations, mutual trust between school stakeholders, and a belief that student success and engagement in school are the responsibility of ALL school stakeholders	If we improve our current school climate by establishing a set of common expectations, mutual trust between school stakeholders, and a belief that student success and engagement in school are the responsibility of ALL school stakeholders, then teachers will be able to focus on student achievement as the priority goal as well as support students' individual needs.
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
Establishing a school culture and learning environment whereas students look forward to coming to school and are eager to learn.	If we keep parents consistently informed, celebrate our student's attendance successes, and stay abreast of our school's attendance data then we will maintain and increase our school attendance to a minimum of 96%.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administrative team and school clerk will consistently monitor student Attendance via Impact and dashboard.	ILT/ Teacher Teams	All	Foundations Team, Classroom Teachers	On-going	On-going		
Form an attendance data committee that will analyze and present school-wide attendance data on a monthly basis and amend CIWP as necessary.	ILT/ Teacher Teams	All	Administration and teachers	Quarter 1	On-going		
PBIS Foundations team will plan & provide a variety of student attendance incentives.	ILT/ Teacher Teams	All	Foundations Team, Classroom Teachers	Quarter 1	On-going		
Leadership team members reflect upon team structures, roles, responsibilities, and staff buy in and plan for improvement.	ILT/ Teacher Teams	All	Classroom Teachers	Quarter 1	On-going		
Students will set individual goals and track their attendance in their agenda books.	Instruction	All	Classroom Teachers & Administration	Quarter 1	Quarter 4		
Teachers will increase parent calls and log the number of contacts.	Parental Involvement	All	Classroom Teachers & Administration	Quarter 1	On-going		
Attendance Clerk will attend Network Attendance meetings and report information to all staff.	Professional Development	All	School Attendance Clerk & Administration	Quarter 1	On-going		
Teachers will distribute Chicago Public School's Benchmark Grades attendance policy to all benchmark students.	Parental Involvement	All	Teachers & School Clerk	Quarter 1	Quarter 4		
Attendance Clerk will send out 5 day absences and 10 day absences via mail	Parental Involvement	All	School Attendance Clerk & Administration	Quarter 1	Quarter 4		

Strategic Priority 1							
Assistant Principal will host attendance problem solving meetings with parents/guardians regarding chronic/truant absent students.	Parental Involvement	All	School Attendance Clerk & Administration	Quarter 1	Quarter 4		
Teachers will create and implement grade level band (i.e K-2) attendance action plans.	ILT/ Teacher Teams	All	Classroom Teachers & Administration	Quarter 1	Quarter 1		
Celebrate student and classroom success via school wide attendance bulletin board.	ILT/ Teacher Teams	All	Classroom Teachers & Administration	Quarter 1	On-going		
All teachers will include their grade level attendance policy in their beginning of the year letter.	ILT/ Teacher Teams	All	School Attendance Clerk & Administration	Quarter 1	On-going		



**Strategic Priority 2**

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

Strategic Priority Description	Rationale
Establishing rigorous science instruction in which each student is expected to learn at high levels; each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.	Currently less than 50% of students are meeting/exceeding standards in science and 0% are exceeding. If we ensure that our teachers are abreast of current best practices, increase the number of student problem solving/hands on learning opportunities, and design Common Core base science curriculum plans/ assessments (with the knowledge of our students' diverse learning styles), then we will significantly increase our

**Action Plan**

**Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development with and by teachers that is data driven with an emphasis on exploration, problem solving, and questioning. Increase number of classroom observations during science instruction.	Professional Development	All	Administration, Instructional Leadership Team, Austin North Lawndale Staff, Loyola University(grant), and classroom teachers.	On-going	On-going		
Teachers will design 5 or 10 week curriculum plans and assessments aligned to Common Core Standards and Illinois Learning Standards.	ILT/ Teacher Teams	All	Administration and classroom teachers	Quarter 1	Quarter 4		
Form a teacher leadership team that will review school's data and share out results. Our data will identify our strengths and prepare us to address our challenges.	ILT/ Teacher Teams	All	Administration and classroom teachers	Quarter 1	On-going		
Implement school wide designated science instruction/coherent schedule with minimal interruptions.	ILT/ Teacher Teams	All	Administration and classroom teachers	Quarter 1	Quarter 4		
Purchase Resources that will be used to strategically to support the instructional focus (I.e Study Island, science literature.)	Instruction	All	Administration and classroom teachers	Quarter 1	Quarter 1		
Teachers will celebrate student work by displaying graded student work that meet standards and reflects the instructional focus.	ILT/ Teacher Teams	All	Administration and classroom teachers	Quarter 1	Quarter 4		
Teachers within grade level bands design procedures for analyzing the content of curriculum materials, including content standards, assessments, and textbooks.	ILT/ Teacher Teams	All	Administration and classroom teachers	Quarter 1	Quarter 4		
Teachers will read and stay abreast of "current" science best practice literature and use as a catalyst for team meeting and collegiate dialogue	Instruction	All	Administration and classroom teachers	Quarter 1	Quarter 4		
Increase number of hands on experiences that students have, by providing a separate lab that houses lab equipment and materials in which ALL teachers can take students into for lab experiments weekly.	Instruction	All	Administration	Quarter 1	Quarter 4		
Increase number of classroom observations during science instruction.	Instruction	All	Administration	Quarter 1	Quarter 4		
Require that all grade level students continue to participate in school science fair that requires students to conduct research, use the scientific method, and prepare presentation of knowledge gained.	Instruction	All	Administration and classroom teachers	Quarter 1	Quarter 3		
Require that 4th thru 8th grade students complete the NWEA Science Assessment at each assessment period to track students' knowledge of science as well as their performance.	Instruction	Other student group	Administrators and classroom teachers	Quarter 1	Quarter 4		

### 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
Establishing a rigorous literacy classroom environment in which each student is expected to learn at high levels; each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels.	Penn currently has a -0.2 Value Added in Reading which impedes our goal of getting off of probation. If we ensure that our teachers are abreast of current literacy best practices, implement rigorous small group reading instruction within our classrooms, design quarterly CCSS & ILS curriculum maps which includes RTI strategies, and progress monitoring, then we will increase our overall meets/exceeds in reading to a minimum of 65%.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development with and by teachers that is driven driven with an emphasis on on differentiated instruction, high impact RTI strategies, and vocabulary development.	Instruction	All	Administration, Instructional leadership Team, Austin-North Lawndale Network Staff, Classroom Teachers	On-going	On-going		
Teachers will design quarterly curriculum maps, assessments, and RTI strategies that are aligned to the CCSS & ILS.	ILT/ Teacher Teams	All	Classroom teachers and administration	Quarter 1	Quarter 4		
Teacher will chart and monitor student progress and record in a classroom data binder.	Instruction	All	Classroom teachers and administration	Quarter 1	On-going		
Teachers will meet bi-weekly and analyze student data and create on-going action plans.	Instruction	All	Classroom teachers and administration	Quarter 1	Quarter 4		
Teachers will communicate student progress to parents on regular basis. (i.e Parent Portal email alerts, progress reports, parent conferences, etc...)	Parental Involvement	All	Classroom teachers and administration	Quarter 1	Quarter 4		
The school will provide additional before and after school enrichment programs to increase the number of students of meets and exceeds.	Instruction	All	Classroom teachers and administration	Quarter 1	Quarter 4		
Administration will conduct frequent classroom observations and facilitate detailed and thorough pre and post conferences to increase teacher awareness of best instructional practices.	Instruction	All	Classroom teachers and administration	Quarter 1	Quarter 4		



**Strategic Priority 3**

Teachers will give provide students the opportunity for independent silent reading (at their independent reading level) during the school day and hold students accountable for what they read.	Instruction	All	Classroom teachers and administration	Quarter 1	Quarter 4		
Students in grades 2-8 will set quarterly independent reading goals and track their progress.	Instruction	All	Classroom teachers and administration	Quarter 1	Quarter 4		
Purchase Accelerated Reader software and STAR assessment to monitor independent reading.	Instruction	All	Classroom teachers and administration	Quarter 1	Quarter 4		
Purchase Achieve 300 for 3rd through 8th grade students to encourage reading of nonfiction material and to provide students more practice reading complex text.	Instruction	All	Administration	Quarter 1	Quarter 4		
Increase number of classroom observations during literacy instruction.	Instruction	All	Classroom teachers and administration	Quarter 1	Quarter 4		

### 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
Improve current school climate by establishing a set of common expectations, mutual trust between school stakeholders, and a belief that student success and engagement in school are the responsibility of ALL school stakeholders	If we improve our current school climate by establishing a set of common expectations, mutual trust between school stakeholders, and a belief that student success and engagement in school are the responsibility of ALL school stakeholders, then teachers will be able to focus on student achievement as the priority goal as well as support students' individual needs.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop school-wide expectations	ILT/ Teacher Teams	All	ILT Team & classroom teachers	Quarter 1	On-going		
Development of multi-tiered support system for students' behavioral and social-emotional needs.	ILT/ Teacher Teams	All	ILT Team & classroom teachers	Quarter 1	Quarter 4		
Communication with and inclusion of parents in school-wide expectation practices	Parental Involvement	All	ILT Team & classroom teachers	Quarter 1	Quarter 4		
Communication with and inclusion of parents in school-wide expectation practices	ILT/ Teacher Teams	All	ILT Team & classroom teachers	Quarter 1	Quarter 4		
Leadership team collects and assesses school-wide climate data	ILT/ Teacher Teams	All	ILT Team & classroom teachers	Quarter 1	Quarter 4		
Hold a school wide expectations kick-off	Instruction	All	ILT Team & classroom teachers	Quarter 1	Quarter 4		
Leadership team defines school wide expectations	ILT/ Teacher Teams	All	ILT Team & classroom teachers	Quarter 1	Quarter 4		
Leadership team collects and analyzes school-wide climate data, focusing on identified areas of improvement to tweak policies if necessary and/or move on to new areas of need	ILT/ Teacher Teams	All	ILT Team & classroom teachers	Quarter 1	Quarter 4		
Create school wide expectations booster after breaks	ILT/ Teacher Teams	All	ILT Team & classroom teachers	Quarter 1	Quarter 4		





Strategic Priority 4							
Leadership team establishes a staff acknowledgement plan to encourage and celebrate staff buy in and consistent implementation	ILT/ Teacher Teams	All	ILT Team & classroom teachers	Quarter 1	Quarter 4		
Leadership team establishes a staff acknowledgement plan to encourage and celebrate staff buy in and consistent implementation	ILT/ Teacher Teams	All	ILT Team & classroom teachers	Quarter 1	Quarter 4		
Leadership team tweaks policies and creates new lesson plans for teaching/reinforcement as evidenced by data	ILT/ Teacher Teams	All	ILT Team & classroom teachers	Quarter 1	Quarter 4		
Using behavior and anecdotal data to identify needs, teachers teach lesson plans to reinforce expectations.	Instruction	All	ILT Team & classroom teachers	Quarter 1	Quarter 4		
All staff members consistently reinforce school wide expectations and acknowledgement system.	Instruction	All	ILT Team & classroom teachers	Quarter 1	Quarter 4		



### Strategic Priority 5

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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