



**2012-2014 Continuous  
Improvement Work Plan**

**Ambrose Plamondon Elementary School**

Austin-North Lawndale Elementary Network

2642 W 15th Pl Chicago, IL 60608

ISBE ID: 150162990252406

School ID: 610131

Oracle ID: 24981



**Mission Statement**

Plamondon school is a community of learners in partnership with parents, students and community members by providing a coherent curriculum and a data driven assessment system based on the Common Core and Illinois Learning State Standards. By pursuing the inclusion of a rigorous and thematic content with a real-life application of knowledge in math, literacy, sciences and technology all students will be prepared for high school, college and career. By forging instructional capacity for teaching and learning, our students will possess higher order thinking skills, attitudes and values to become active learners, critical thinkers and ultimately succeed in our global economy and society.

**Strategic Priorities**

1. Provide reading and math intervention (RTI) in grade cycle blocks to students flagged on BOY, MOY and EOY screeners and monitor progress.
2. Teachers will deliver with fidelity, Common Core aligned literacy and math instruction supported by high quality texts and provide enrichment for college and career readiness.
3. Focus on the teaching craft through professional development in teacher teams, content teams and staff professional book club in order to build instructional capacity and delivery.

**School 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:	Ambrose Plamondon 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
Rene Canler	Principal
Merle Dubnow	Assistant Principal
Mandi Clemente	Classroom Teacher
Velma Medina	Special Education Faculty
Valerie McKee	Counselor/Case Manager
Elysa Pike	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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	61.9	68.6	71.7	74.6		<b>Early Math</b> % of students at Benchmark on mClass	14.3	31.6	38.4	44.6
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	37.9	44.1	51.1	56.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	27.3	34.6	47.2	52.5
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	35.0	48.3	53.5	58.1		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	54.8	59.3	62.5	66.3
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	25.0	32.5	44.3	49.9		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	43.5	52.4	57.2	61.5
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	40.0	51.2	56.1	60.5		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	74.4	77.0	79.3	81.4
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	25.0	34.4	41.0	46.0		<b>Explore - Math</b> % of students at college readiness benchmark	16.7	24.5	32.1	38.9



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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	96.9	97.0	97.1	97.2					
<b>Misconducts</b> Rate of Misconducts (any) per 100	0.6	0.5	0.4	0.3					

## 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	68.4	75.0	82.0	90.0		<b>ISAT - Reading</b> % of students exceeding state standards	11.4	20.2	28.2	35.3
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	79.8	85.0	90.0	95.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	12.3	23.2	30.9	37.8
<b>ISAT - Science</b> % of students meeting or exceeding state standards	76.3	80.0	85.0	90.0		<b>ISAT - Science</b> % of students exceeding state standards	13.2	23.0	30.0	38.0

### 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>2</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>We analyze data on a regular basis. Set individual student goals based on their data. Create groups, monitor instruction and progress. Revisit the goals and adjust accordingly.</p> <p>The school created a theory of action which is located in all staff members' data binders. This was created based on data. Teachers refer to this when implementing instruction, but it could be referred to more often.</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 the principal works with each staff member to improve the vision for instructional best practices through monitoring goals and benchmarks in order to drive continuous improvement. The principal is working to create a professional learning system so he can evaluate teacher needs in order to increase the opportunities for growth in content knowledge and leadership.</p>			

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<p><b>Teacher Leadership</b> -----&gt;</p>			<p><b>3</b></p>
<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>- RtI 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>The school currently has the following key teams:</p> <ul style="list-style-type: none"> <li>-Committee chair</li> <li>-Common Core Champion</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPPA/CIWP team</li> <li>-Union representative</li> <li>-Grant writer</li> <li>-Literacy key</li> <li>-RTI team</li> <li>-PPC</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instructional Leadership Team (ILT)</b> -----&gt;</p> <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>			<p><b>2</b></p>
<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>The ILT team meets bi-weekly to work on:                      -Qualitative and quantitative data based on Scantron, M-Class, Achieve 3000 and ISAT                      -Completing the Full School Day template                      -Completing the CIWP                      -Improve communication to the teachers and teacher teams through data analysis questions and responses</p>			
<p><b>Monitoring and adjusting</b> -----&gt;</p> <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>			<p><b>3</b></p>
<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>The teachers have tracked, analyzed and reviewed the mClass math, Dibels and Scantron data. They have grouped the students in order to differentiate instruction through reteaching and enrichment. The teachers have also grouped the students based on ISAT data in order to drive their instruction. Teachers have also differentiated instruction based on lexile scores from Achieve 3000 in the classroom and after school program.</p>			

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</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 our year-long scope is not developed as a team. We used DePaul's Quarter 4 learning priorities and they are implemented with fidelity.	
	<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 has a set of instructional material that are aligned with standards. The instructional materials we use are supportive of those students with disabilities as well as students with varying levels of language proficiency (ELL).	
<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>3</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>Once data is available, it is shared school-wide in an organized manner. Most teachers use pre-tests, diagnostic tests, benchmark, formative and summative to monitor student learning on a frequent basis. Teachers will transition to use constructed response and performance tasks. Assessment modifications and accommodations are in place as indicated in section 10C of the students' IEP's and instructional materials contain strategic intervention strategies for ELL and students with disabilities.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><i>Instruction</i> -----&gt;</p>			<p><b>2</b></p>
<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>Objectives are written on the board, although not always communicated to the students. Lessons are created from Common Core and Illinois State Standards. Instruction is scaffolded in some classrooms. Assessments are used regularly in the classroom.</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>Teachers have a data binder that identifies tier 1, 2 and 3 students. Interventions are based on the students' tier. Interventions may include small group, scaffolded instruction and/or push-in support.</p>	
	<b>Whole staff professional development</b> ----->			<b>2</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>The professional development is focused and aligned to school-wide priorities and growth goals. School wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. The professional development is designed based on the school-wide needs as displayed by the data.</p>	

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<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>	<p>Teachers collaborate every quarter for long-term unit planning. Teachers meet every week to review data with the support of an ILT member or other specialist. Teams consist of general education teachers, special education teachers, bilingual teachers and the counselor.</p>	
	<b>Instructional coaching</b> ----->			<b>3</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>	<p>The network team is available for on site coaching. We also have coaching support through DePaul CUE. Teachers have individual professional development plans tailored to their specific needs. Teachers consistently receive quality feedback that supports individual growth. New teachers are provided with effective induction support through the new teacher center.</p>	

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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>	<p>Currently our 8th grade students use What's Next Illinois to explore their interests and discover job opportunities. The 7th and 8th grade students take a practice Explore test in the spring to prepare them for the ACT/college assessments. The Explore data and Explore retired tests guide teacher instruction and activities in the classroom. The 8th grade takes the actual Explore test in June as well in order to better prepare them for high school, the ACT and college. The entire staff discusses college requirements and encourages all students to go to college. The 6th and 7th grades will begin using What's Next Illinois as well in order to prepare for high school and college early.</p>	
	<b>Relationships</b> ----->			<b>2</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>	<p>The majority of the students have an adult advocate who they know cares about them and will support them in achieving their goals. Both adults and students are respectful in their interactions and adults are always fair in their response to disrespectful behavior including teaching the student what respectful looks/sounds like. All students with disabilities spend a significant amount of time in the general education classroom for core subjects, library, gym, computers and lunch. These students participate in all extracurricular and social activities as well. Students' home language and culture is embedded in all curriculum.</p>	
<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>	<p>The school currently has a school-wide behavioral support system that includes quarterly school-wide rewards. Behavior is addressed in the classroom and schoolwide by using signs/posters and through instruction of behavioral expectations. Students are always taught the appropriate or alternative behavior whether there are consequences or not.</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
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<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>	IEP Meetings, Report Card conferencing, parent workshops presented by DePaul CUE to inform parents regarding standards and curriculum goals. School options given in context of meeting student and parental needs.
	<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>	Communication disseminated through parent monthly bilingual newsletters, telephone logs document communication, open house, report card conferences, progress reports, parent workshops for stakeholders, CIWP parent input, a parent resource room is under construction to foster home-school partnership.
<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>	Parents visit school, attend events: LSC/NCLB/BAC meetings, monthly thematic learning forums, awards assembly, literacy performances, community partnerships reach out to the parent community (Cinespace).

### School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation	
N 6: College and Career Readiness Supports	<b>Specialized support</b> ----->					<b>2</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>	<p>The staff conducts home visits and hospital visits when necessary. The staff also shares community and social service agency information with parents who may benefit from services as well as accommodate students/parents as needed to receive services. Mt. Sinai works in our classrooms with the students on social/emotional skills and classroom guidance.</p>			
	<b>College &amp; Career Exploration and election</b> ----->					<b>2</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>	<p>The counselor talks with the students about college admission requirements and college entrance exams. We also discuss making good choices based on the students' goals and needs. The students are aware of the importance of the Explore test in preparation for ACT.</p>			
	<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>	<p>Through the use of What's Next Illinois, students can begin planning, preparing and participating in tasks necessary to attain college enrollment and their desired career. Rigorous academics and practice Explore testing also prepares the students for high school, standardized testing and college entrance exams. Students meet individually with the counselor to discuss their goals for high school, college, careers and the steps they will need to take in order to attain them. The staff also addresses high school and college expectations through informational parent meetings and individual parent, student and counselor meetings to discuss high school</p>			
<b>Enrichment &amp; Extracurricular Engagement</b> ----->					<b>2</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>	<p>The school houses the After-School Allstars program to enrich instruction and allow for social emotional growth in an appropriate setting. The school has a color guard, a boys and a girls softball team and a student council which are all opportunities for leadership.</p>				

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</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>	<p>The school currently participates in ISAT testing. We also give a practice Explore test in the spring to the 7th &amp; 8th grade students to better prepare them for the actual Explore test. 8th grade students take the Explore test in June to familiarize them and better prepare them for ACT and other college and career assessments. The</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>2</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>	<p>Counselor meets individually with each 6th, 7th and 8th grade student to discuss high school readiness and college admission requirements. Financial responsibilities and options for earning money for college are also discussed.</p>	
<b>Transitions</b> ----->			<b>2</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>	<p>The school holds parent meetings for the 8th grade so the staff can explain all criteria needed to in order to be promoted to high school. Paperwork with the grading and promotion criteria is distributed at this meeting as well.</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
<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>	<p>Use of Discretionary Resources</p> <p>State and Title I funds are attached to activities within improvement plan priorities based on need assessment. Proposals submitted and awards given from Lyric Opera, CPS ASAS award funding extended day activities in content area tutoring and recreation, ANL Network award for math support to teaching and learning.</p>		
	<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>	<p>Attrition needs met through review of teaching attributes and abilities to increase capacity and achievement. Student teachers are frequent observers of instruction. Resumes requested to fill needs. Protocols in Candidate Gateway utilized to assure optimum candidacy. Candidates required to teach lessons. Plans for GLT/ILT/Parent teams to engage in candidacy process underway.</p>			
<b>Use of Time</b> ----->				<b>3</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>	<p>IEP's are implemented for SWD's, Schedules designed to meet class curriculum needs, best practice, grade level collaboration. Regular GLT/ILT meetings scheduled with topics/ agendas posted in Sharepoint. Students in Tier 2,3 receive intervention in designated time frames and activities. RtI protocols and data maintained. Sinai professionals adjuncts to intervention offerings.</p>			

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

Plamondon school is a community of learners in partnership with parents, students and community members by providing a coherent curriculum and a data driven assessment system based on the Common Core and Illinois Learning State Standards. By pursuing the inclusion of a rigorous and thematic content with a real-life application of knowledge in math, literacy, sciences and technology all students will be prepared for high school, college and career. By forging instructional capacity for teaching and learning, our students will possess higher order thinking skills, attitudes and values to become active learners, critical thinkers and ultimately succeed in our global economy and society.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide reading and math intervention (RTI) in grade cycle blocks to students flagged on BOY, MOY and EOY screeners and monitor progress.	With the implementation of the full school day and the RTI intervention block we will ensure that all students are able to grow in literacy and math proficiency.
2	Teachers will deliver with fidelity, Common Core aligned literacy and math instruction supported by high quality texts and provide enrichment for college and career readiness.	We have a need to implement a rigorous literacy and math curriculum as we have 25% of students at benchmark in reading and 16.7% of students at benchmark in math for college and career readiness.
3	Focus on the teaching craft through professional development in teacher teams, content teams and staff professional book club in order to build instructional capacity and delivery.	With the implementation of the Common Core State Standards and new screeners, teachers will need a variety of professional development opportunities to fully understand the changes as well as implement them with fidelity.
4	Optional	
5	Optional	

### Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide reading and math intervention (RTI) in grade cycle blocks to students flagged on BOY, MOY and EOY screeners and monitor progress.	With the implementation of the full school day and the RTI intervention block we will ensure that all students are able to grow in literacy and math proficiency.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use 2012 EOY Scantron data to group 80% of our students in an effort to differentiate instruction. Groups will be revisited after NWEA BOY assessment cycle.	Instruction	All	Teachers	Quarter 1			
Use 2012 EOY mClass data to group 80% of our students in an effort to differentiate instruction. Groups will be revisited and revised after 2012-13 BOY assessment cycle.	Instruction	All	Teachers	Quarter 1			
100% of the classrooms will be tiered each quarter for RtI blocks held daily during the 2012-13 school year.	Instruction	All	Teachers	Quarter 1			
100% of classroom teachers will prepare summer packets of work in order to prevent regression over break.	Instruction	All	Teachers	Summer 2012			
100% of teachers will maintain and update data walls following the administration of the three NWEA and mCLASS assessments.	Other	Not Applicable	Teachers	On-going			
Use 2012-2013 BOY data from NWEA to create flexible grouping of 80% of the students after the assessment cycle, in an effort to differentiate and move instruction.	Instruction	All	Teachers	Quarter 1			
Use 2012-2013 MOY data from NWEA to create flexible grouping of 80% of the of students after the assessment cycle, in an effort to differentiate and move instruction.	Instruction	All	Teachers	Quarter 2			



**Strategic Priority 1**

Use 2012-2013 EOY data from NWEA to create flexible grouping of 80% of the students after the assessment cycle, in an effort to differentiate and move instruction.	Instruction	All	Teachers	Quarter 3			
Use 2012-2013 BOY data from mCLASS to create flexible grouping of 80% of the students after the assessment cycle, in an effort to differentiate and move instruction.	Instruction	All	Teachers	Quarter 1			
Use 2012-2013 MOY data from mCLASS to create flexible grouping of 80% of the students after the assessment cycle, in an effort to differentiate and move instruction.	Instruction	All	Teachers	Quarter 2			
Use 2012-2013 EOY data from mCLASS to create flexible grouping of 80% of the students after the assessment cycle, in an effort to differentiate and move instruction.	Instruction	All	Teachers	Quarter 3			
100% of tier 3 students will be progress monitored every week. Data will be displayed in the RtI binder through an intervention log.	Instruction	All	Teachers	On-going			
100% of tier 2 students will be progress monitored every two weeks. Data will be displayed in the RtI binder through an intervention log.	Instruction	All	Teachers	On-going			
100% of tier 1 students will be progress monitored at least every quarter. Data will be displayed in the RtI binder through an intervention log.	Instruction	All	Teachers	On-going			
100% of the teachers will create an intervention plan based on the data depicted by the progress monitoring; creating charts and graphs of the data.	Instruction	All	Teachers	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
Teachers will deliver with fidelity, Common Core aligned literacy and math instruction supported by high quality texts and provide enrichment for college and career readiness.	We have a need to implement a rigorous literacy and math curriculum as we have 25% of students at benchmark in reading and 16.7% of students at benchmark in math for college and career readiness.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of our student population will be progress monitored as identified by BOY NWEA and mClass administration.	ILT/ Teacher Teams	All	Teachers	Quarter 1			
100% of our student population will be progress monitored as identified by MOY NWEA and mClass administration.	ILT/ Teacher Teams	All	Teachers	Quarter 2			
100% of our student population will be progress monitored as identified by EOY NWEA and mClass administration.	ILT/ Teacher Teams	All	Teachers	Quarter 3			
80% of our classroom teachers will use enrichment activities for the students who are currently meeting, but close to exceeds on Scantron/NWEA.	Instruction	All	Teachers	On-going			
Use sample Explore item analysis data to address the strengths and weaknesses for 100% of the 8th grade students by the sample Explore administration in Spring 2013.	Instruction	All	Teachers and Support Staff	On-going			
High school readiness meetings with at least 80% of students and parents to address students' needs and goals for each quarter.	Other	Other student group	Counselor	Summer 2012			
80% of classroom teachers will group students based on Scantron/NWEA data to differentiate instruction per assessment cycle.	Instruction	All	Teachers	Quarter 1			
80% of classroom teachers will use Achieve 3000 data to identify college and career ready students for differentiated instruction.	Instruction	All	Teachers	On-going			
High quality texts (as such found from Appendix B of the CCSS) will be purchased for classroom libraries by the end of the first quarter.	Instruction	All	Teachers	Quarter 1			



Strategic Priority 2

Weekly collaboration time will be utilized 90% of the time for teacher teams to develop unit themed planning. Teacher team minutes will be submitted to administration weekly.	Instruction	All	Teachers	On-going			

### 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
Focus on the teaching craft through professional development in teacher teams, content teams and staff professional book club in order to build instructional capacity and delivery.	With the implementation of the Common Core State Standards and new screeners, teachers will need a variety of professional development opportunities to fully understand the changes as well as implement them with fidelity.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Monthly book club meetings to discuss professional reading materials to advance pedagogy and professional practice. Submission of meeting notes regarding the professional reading from at least four weekly meetings with 75% teacher attendance.	Professional Development	Not Applicable	Principal	Quarter 1			
Monthly book club meetings to discuss professional reading materials to advance pedagogy and professional practice. Submission of meeting notes regarding the professional reading from at least four weekly meetings with 75% teacher attendance.	Professional Development	Not Applicable	Principal	Quarter 2			
Monthly book club meetings to discuss professional reading materials to advance pedagogy and professional practice. Submission of meeting notes regarding the professional reading from at least four weekly meetings with 75% teacher attendance.	Professional Development	Not Applicable	Principal	Quarter 3			
Monthly book club meetings to discuss professional reading materials to advance pedagogy and professional practice. Submission of meeting notes regarding the professional reading from at least four weekly meetings with 75% teacher attendance.	Professional Development	Not Applicable	Principal	Quarter 4			
Professional development for implementing Common Core aligned literacy and math instruction delivered by Consultants, grade band teacher leaders and or ILT team to each grade level per quarter with 75% teacher attendance.	Professional Development	Not Applicable	ILT	Quarter 1			



**Strategic Priority 3**

Professional development for implementing Common Core aligned literacy and math instruction delivered by Consultants, grade band teacher leaders and or ILT team to each grade level per quarter with 75% teacher attendance.	Professional Development	Not Applicable	ILT	Quarter 1			
Professional development for implementing Common Core aligned literacy and math instruction delivered by Consultants, grade band teacher leaders and or ILT team to each grade level per quarter with 75% teacher attendance.	Professional Development	Not Applicable	ILT	Quarter 3			
Professional development for implementing Common Core aligned literacy and math instruction delivered by Consultants, grade band teacher leaders and or ILT team to each grade level per quarter with 75% teacher attendance.	Professional Development	Not Applicable	ILT	Quarter 4			
70% of teacher's lesson plans will have instruction aligned to Common Core for weekly planning.	Instruction	Not Applicable	Assistant Principal	Quarter 1			
80% of teacher's lesson plans will have instruction aligned to Common Core for weekly planning.	Instruction	Not Applicable	Assistant Principal	Quarter 2			
90% of teacher's lesson plans will have instruction aligned to Common Core for weekly planning.	Instruction	Not Applicable	Assistant Principal	Quarter 3			
100% of teacher's lesson plans will have instruction aligned to Common Core for weekly planning.	Instruction	Not Applicable	Assistant Principal	Quarter 4			
Books and materials of book club will be purchased through college-career funds to stimulate the teaching craft.	Instruction	Not Applicable	ILT/Consultant	On-going			
Once per month, student work samples will be studied during book club meetings to review the implementation and practice of the learning.	Instruction	Not Applicable	Teachers	On-going			





## Strategic Priority 4

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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



### Strategic Priority 5

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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