



2012-2014 Continuous Improvement Work Plan

Pulaski International Academy Elementary School

Fullerton Elementary Network
2230 W McLean Ave Chicago, IL 60647
ISBE ID: 150162990252413
School ID: 610138
Oracle ID: 31211



Mission Statement

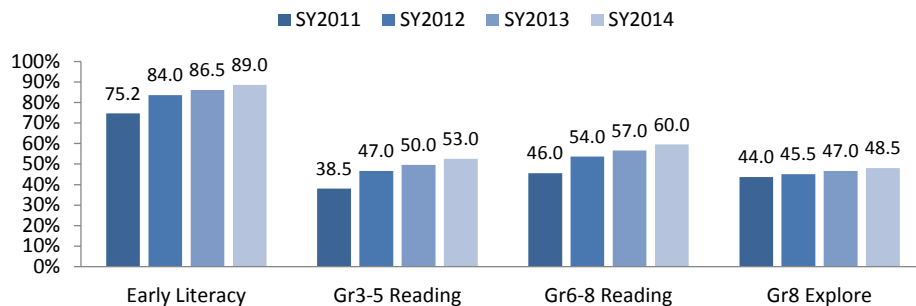
Pulaski International provides a culture of intellectual rigor, civic consciousness, and holistic growth through the International Baccalaureate Programme while embracing the mother tongue and fostering second language acquisition. Our commitment to student learning is driven by agreed upon reflective data informed practices and targeted professional development ensuring college and career readiness.

Strategic Priorities

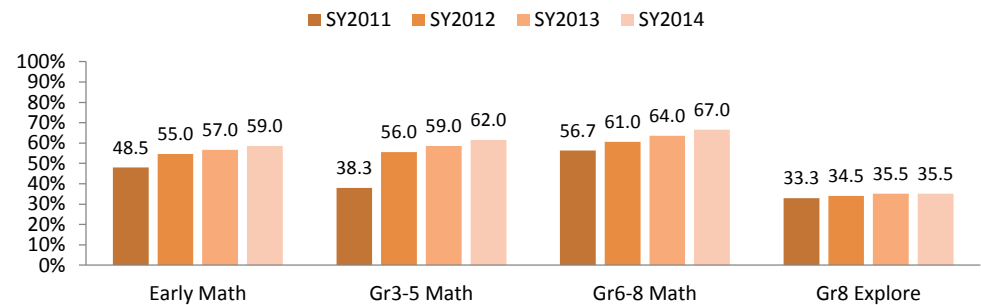
1. To further develop and implement the Pulaski framework for school improvement by utilizing outcomes and assessments grounded in the common core, forging horizontal and vertical Common Core Curricular alignment, and by implementing researched based instructional strategies that move students to expected outcomes.
2. To move all students to expected Common Core learning outcomes by providing teaching and learning that is grounded in the International Baccalaureate Primary Years Program (IBPYP).
3. To move all students to expected Common Core learning outcomes by providing teaching and learning that is grounded in the International Baccalaureate Middle Years Program (IBMYP).

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name

To get started, please select your school's name from the drop down list:

Pulaski International Academy 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
Patrick Baccellieri	Principal
Wilma Velazquez	Assistant Principal
Diana Racasi	Lead/ Resource Teacher
Minsoo Park	Lead/ Resource Teacher
Nancy Solayman	Classroom Teacher
Kylene Young	Special Education Faculty
Alene Echevarria	Counselor/Case Manager
Fantasia McGee	Classroom Teacher
Efrain Martinez	Lead/ Resource Teacher
Brenna Ivey	Other



Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	75.2	84.0	86.5	89.0		Early Math % of students at Benchmark on mClass	48.5	55.0	57.0	59.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	38.5	47.0	50.0	53.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	38.3	56.0	59.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.5	61.0	64.0	67.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	58.3	59.0	62.0	65.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	46.0	54.0	57.0	60.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	56.7	61.0	64.0	67.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.7	62.0	65.0	68.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	71.1	89.0	90.0	91.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	44.0	45.5	47.0	48.5		Explore - Math % of students at college readiness benchmark	33.3	34.5	35.5	35.5



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Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.1	96.1	96.1	96.1					
					Misconducts Rate of Misconducts (any) per 100	1.7	1.7	1.7	1.7

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	79.0	83.0	86.0	88.0		ISAT - Reading % of students exceeding state standards	19.4	26.0	32.0	37.0
ISAT - Mathematics % of students meeting or exceeding state standards	84.2	89.0	92.0	93.0		ISAT - Mathematics % of students exceeding state standards	24.2	33.0	38.0	41.0
ISAT - Science % of students meeting or exceeding state standards	71.9	75.0	80.0	86.0		ISAT - Science % of students exceeding state standards	3.6	5.0	8.0	12.0

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Goals and theory of action ----->			4
<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Pulaski International (PI) developed and utilizes specific learning outcomes with correlating skills for all content taught. Where possible, these are grounded in the Common Core State Standards, or National Standards; PI's Theory of Action is clear, concise, actionable, and data informed with levers that support student growth, as demonstrated by data from current growth assessments. PI fully prepares every elementary-level student for rigorous courses in the International Baccalaureate Primary Years Program and the International Baccalaureate Middle Years Program, in order to achieve college/work readiness.</p>	
Principal Leadership ----->			4
<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Teacher surveys are administered annually and throughout the year as needed, documenting teacher needs, interests and areas of strength. This data guides PI's annual professional development plan, which includes teacher-led workshops. PI's vision is grounded in the Theory of Action, establishing a clear, actionable plan that moves students to expected CCSS learning outcomes. Through monthly newsletters, a family-friendly website, content focused family nights, open houses, student led investigation days, and the start of the year parent/student orientation night, teacher data presentations, a rigorous teacher evaluation system, PI has a culture aimed at college readiness. Community, parents, and staff fully engage in development and implementation of school goals. Key stakeholders understand, support, and advocate for school vision and which fosters a deeper understanding of a common vision that has a measurable positive impact school and community-wide.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Without teacher teams PI would not be an effective school. Academic teams form the core of PI's collaborative structure of shared leadership. This collaborative culture requires structures that empower teachers and administrators to work together to make the most important decisions regarding the educational experiences of their students. Teachers work in teams to create the collaborative culture that allows PI to continuously reflect on and improve practices. Teachers engage in the ILT, Grade and Content teams, mentoring new and student teachers, Bilingual Education development and planning, and grant writers. Teachers serve on the LSC, serve as a lead teacher team with Loyola University - our University partner, and participate fully in grade level teams, staff meetings and share, as part of PI's annual PD plan, effective practices.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			4
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Each member of the ILT plays an important, representative roll in the growth and development of the key instructional practices at PI. The team is assembled based on a combination of knowledge and expertise, aimed at supporting the overall growth and development of PI. Team members collaborate effectively, with the goal of advancing the school's mission, which includes growth in student achievement. The ILT consistently uses data with staff to develop school-wide goals for school improvement, as well as communicate and implement plans and assess results. The ILT leads and design new initiatives that focus on high academic standards and improve the culture of learning for students school-wide. The ILT work collaboratively to examine multiple sources of data to identify challenges, and then use an inquiry processes to develop school-wide solutions.</p>	
Monitoring and adjusting ----->			4
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Yes - as stated in PI's Theory of Action: If the shared examination of multiple data sources determine key learning objectives and skills and bring clarity to the researched-based strategies that are essential to move students to expected learning outcomes and effective researched-based strategies engage students in the objectives and skills that are critical to their success in school, then PI will reach our student achievement goals!</p> <p>PI works in data cycles, utilizing growth assessment data and curriculum embedded formative assessment data to refine teaching</p>	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Curriculum ----->			4
<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>PI developed vertical & horizontally aligned learning outcomes with correlating skills that are grounded in the CCSS. This document is foundational for student achievement and is instrumental to teachers for planning. Teacher content and grade level teams develop IB Units and where appropriate, common unit plans. Unit plans are framed around the SS 2.0 and the CPS endorsed science curriculum and since August 2010, have been developing resources that support in-depth units using literature and informational texts. PI unit plans begin with learning objectives, CCSS, rubrics and assessments that will demonstrate student success. Grade level teams include Bilingual and Special Education Teachers which supports inclusion practices and co-teaching. Well rounded classroom libraries and Reading 3D/ Lexile scores from growth assessments support a least restrictive learning environment, where guided reading practices flourish.</p>	
Instructional materials ----->			4
<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Instructional materials support a wide range of reading abilities, including Spanish for English Language Learners, support science, social science, language arts and math instruction are grounded in SS 2.0 and the CPS endorsed science and math curriculum. PI also incorporates tools of technology to transform teaching (Ipad, Smartboards, Multimedia Projectors, etc.) This effective use of technology enhances learning opportunities for students with disabilities or other special needs.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>			

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Assessment ----->			4
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>PI's vision is grounded in the Theory of Action, establishing a clear, actionable plan that moves students to expected CCSS learning outcomes. PI consistently uses data to develop school-wide goals for school improvement, as well as communicate and implement plans and assess results. All faculty and staff are data competent, which forms the basis for instructional decisions to improve student achievement. Consistent use of formative assessments to determine each student's learning needs and identify the most effective teaching practices. PI works in data cycles, utilizing growth assessment data and curriculum embedded formative assessment data to refine teaching and advance learning. Over the past two school years, PI has forged strong links between CCSS learning outcomes, growth and formative assessment data, instructional strategies and instruction.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			4
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Unit plans that begin with learning objectives that are grounded in CCSS is the foundation for goal setting with students. Teachers use this foundation, and current assessment data to engage students in goal setting and plans that move students forward to expected learning outcomes. Questioning techniques provide students with the opportunity to demonstrate their knowledge and understanding of the concepts taught and to also engage through writing and discussion, in analysis, integration and synthesis of content discussed. Differentiation of the content taught scaffolds learning, bringing greater depth os knowledge and student growth as it relates to expected learning outcomes. Formative assessments in the form of daily student work and five week assessments that are grounded in identified learning outcomes, provide students, teachers and teacher teams with timely data to monitor student learning and effective instruction practices.</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			4
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Rtl is at the core of PI's instructional practices. Teacher teams regularly utilize growth assessment data to determine student academic progress three times a year, and utilize formative assessment data, in the form of student work and five week curriculum embedded assessments, to insure that teaching is focused on student learning needs. Clear learning outcomes align with growth assessments, five week assessments and daily student work, providing a foundation for accurate student grouping and the implementation of instructional strategies during double blocks for literacy and mathematics that are designed to move students to expected learning outcomes. Teacher teams, including the ILT, provide feedback to action plans that are developed by grade level teams to move students to expected outcomes.</p>	
Whole staff professional development ----->			4

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional development is focused, job-embedded, relevant, continuous and collaborative, where teacher teams support one another based on strengths and areas of need. Grade level team data and strategy presentations provide formative and summative data for the ILT and school administrators to determine support. PI supports continuous professional development that is results-oriented, research-based, and supports the school improvement process.</p>	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Grade-level and/or course teams ----->			4
<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>PI's vision is grounded in the Theory of Action, establishing a clear, actionable plan that moves students to expected CCSS learning outcomes. As stated in PI's Theory of Action: If the shared examination of multiple data sources determine key learning objectives and skills and bring clarity to the researched-based strategies that are essential to move students to expected learning outcomes and effective researched-based strategies engage students in the objectives and skills that are critical to their success in school, then PI will reach our student achievement goals!</p> <p>PI works in data cycles, utilizing growth assessment data and curriculum embedded formative assessment data to refine teaching and advance learning. Over the past two school years, PI has forged strong links between CCSS learning outcomes, growth and formative assessment data, instructional strategies and instruction. Team ownership for this work is shared, teams are inclusive of Gen Ed, Bilingual and Special Education teachers, where protocols support</p>	
Instructional coaching ----->			4

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Teacher surveys are administered annually and throughout the year as needed to document teacher needs, interests and areas of strength. This survey data guides and supports PI's annual professional development plan, which includes teacher-led workshops. Annual teacher evaluations result goals and direction to guide teacher development and growth. A team of mentor teachers support new teachers and student teachers with support and guidance, and workshops in IB provide teachers with guidance and support to insure effective program implementation. Teacher teams engage in peer coaching practices designed to support one another in the implementation of strategies identified to move students to expected outcomes.</p>	

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Typical School	Effective School	Evidence	Evaluation
High expectations & College-going culture ----->			4
<ul style="list-style-type: none">Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	<ul style="list-style-type: none">Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.The school has developed and is executing an intentional plan to build and maintain a college-going culture.Every student has opportunities for authentic leadership and student voice	The quality of the work that PI students develop demonstrates the effectiveness of our collective work and student readiness for college and their career. Regular inquiry-based events such as an Investigation Day, where students present their work in a Social science or science fair-like manner, or where the student council leads the school in initiatives or service oriented events, are common at PI. These events exhibit our commitment to academic rigor and are at the core of our strong expectations. Student projects, including presentations, are at the core of IB units, which include an action cycle of new knowledge, reflection and action.	
Relationships ----->			4
<ul style="list-style-type: none">Some students form bonds with adult advocates.Patterns of interaction between adults and students and among students are inconsistent..Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.Student home language and culture is often overlooked.	<ul style="list-style-type: none">All students have an adult advocate who cares about them deeply and supports them in achieving their goalsPatterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behaviorStudents with disabilities are engaged in the school community, including both physical and social integration.Students’ classroom experiences demonstrate value of home language and culture.	The tie between teacher and student is strong at PI. Teachers meet with their students on a regular bases individually and in small groups to insure this connection and also to make sure that supports are focused in the area of need. SEL is embraced in IB Units and in addition, as a school, PBIS and universal clasroom practices across grade levels insure consistent and fair practices. Acceptance and engagement of all students is encouraged by all teachers, coaches, PBIS team members, counselor, social worker, and para-professionals. Culturally relevant attitudes and practices by teachers, staff, student teachers and staff in our after school program, and instruction by WorldLanguage teachers, demonstrate the valueand importance of the home language and culture of our student	
Behavior& Safety ----->			4



School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none">• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.• School environment occasionally leads to situations un-conducive to learning.	<ul style="list-style-type: none">• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.• Staff establishes and maintains a safe, welcoming school environment.	All teachers and staff routinely implement PBIS and behavior/classroom management agreements that are specific to grade level. Teacher ownership for student behavior is at an all time high and as a result, student misconducts, as reported on PI's scorecard, have significantly reduced. Students are taught to care about their own safety and the safety of others and this helps them buy-in personally to PI's behavioral standards. PI's scorecard also reports a safe and welcoming school 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
Expectations ----->			4
<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	A parent-friendly document presents common grade level learning outcomes clearly stating the skills that students should know and be able to demonstrate. Parents and the larger school community have opportunities to learn more about these expectations and teaching practices during regularly scheduled family nights, and the school's website. The learning outcomes document is vertically aligned, providing a clear map of the developmental expectations for students at each grade level. Working with the school principal, the school counselor provides students and families with information about high school choices, including holding a high-school fair.	
Ongoing communication ----->			4
<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Parents have many opportunities to learn more about student progress and expectations during regularly scheduled family nights and to meet with individual teachers before and after school. These meetings are opportunities to establish and develop two-way communication regarding how parents and teachers can understand and support each other in meeting the unique learning needs of individual children and families.	
Bonding ----->			4



School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none">• The school has a business-like atmosphere.• School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	<ul style="list-style-type: none">• The school establishes and non-threatening, welcoming environment.• The principal leads the work to empower and motivate families and community to become engaged.• School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	<p>A welcoming and inviting environment is established in the main office. Parent volunteering and involvement has significantly increased this year, from helping with our morning drop-off program, assist the librarian during the day and after the school day. School staff extend their day to support arts, literacy, math, science, and social science programs and events, and student performances and exhibitions. Parent classes are offered every day of the week and parents have a voice in choosing the course offerings at meetings with the school coordinator. Together all are active participants in and contributors to school communication and outreach. rangings from announcing and planning special events to a</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
Specialized support ----->			4
<ul style="list-style-type: none">• School provides required services to students within the school building/typical school hours.	<ul style="list-style-type: none">• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Support from social service agencies are woven into the fabric of the school, from interns to off-site support. School outreach and communication are bilingual, meeting the unique linguistic needs of PI’s community. Outreach and support to families are a significant part of the school’s culture and as a result, the SEL needs of our students and families are better met.	
College & Career Exploration and election ----->			4
<ul style="list-style-type: none">• Information about college or career choices is provided.	<ul style="list-style-type: none">• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	From high school fairs, to students presentations in homeroom classrooms, to presentations in the auditorium, students and families have access to make informed choices and to be academically prepared for future choices.	
Academic Planning ----->			4
<ul style="list-style-type: none">• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.• The school encourages high performing students to plan on taking advanced courses.	<ul style="list-style-type: none">• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.• (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	The school counselor, administration and middle school teachers support students and families in the decision making process as it relates to their planning for High school and their career in a variety of ways. One significant one is in the school's academic program, where it is a school goal to increase the percentage of students who exceed state standards in reading, math and science as measured on the ISAT,	
Enrichment & Extracurricular Engagement ----->			4
<ul style="list-style-type: none">• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	<ul style="list-style-type: none">• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	PI’s community school program embraces a wide range of program and course offerings, ranging from fine and performing arts, to sports, to student council, which gives voice to student interests and engagement.	

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
College & Career Assessments ----->			4
• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	In addition to the use of standardized assessments to prepare students for college, a regularly scheduled advisory period provides guidance for students.	
College & Career Admissions and Affordability ----->			
• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.		
Transitions ----->			4
• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Pulaski International (PI) developed and utilizes specific learning outcomes with correlating skills for all content taught. Where possible, these are grounded in the Common Core State Standards, or National Standards. This document is specific to each grade level and grade bands (K-2;3-5;6-8), and provide clarity about where students ought to be at each phase of their development.	

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
Use of Discretionary Resources ----->			4
<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	School funds are aligned to school priorities; additional funds are sought through grants, partnerships and in supporting the establishment of a Friends of Pulaski Group. Funds are re-allocated as needs change throughout the school year to maximize PI's focus on our strategic priorities.	
Building a Team ----->			4
<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Effective hiring practices are a priority for PI. Job descriptions are developed based on the needs of the school, staff and students. University partnerships are also sought and developed to develop a pool of potential candidates who are well versed in the way we work at PI, and a multi-step hiring process is used for each hiring decision. As a result of a combination of knowledge and expertise, grade level and course teams are strong and high functioning.	
Use of Time ----->			4

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>PI's schedule is developed on the needs of our students. Special consideration for special education students begins our scheduling process, and then next are the needs of our Bilingual students. Time for teacher collaboration in teams is the next scheduling component that is worked into the plan. Finally, PI's school day was extended for this current school year to include time for recess, and to provide longer class periods for support to move all students to their next level of development.</p>	



Mission & Strategic Priorities

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

Mission Statement

Pulaski International provides a culture of intellectual rigor, civic consciousness, and holistic growth through the International Baccalaureate Programme while embracing the mother tongue and fostering second language acquisition. Our commitment to student learning is driven by agreed upon reflective data informed practices and targeted professional development ensuring college and career readiness.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	To further develop and implement the Pulaski framework for school improvement by utilizing outcomes and assessments grounded in the common core, forging horizontal and vertical Common Core Curricular alignment, and by implementing researched based instructional strategies that move students to expected outcomes.	Pulaski International continues to focus on the learning needs of all students by bringing the importance of rigorous Common Core learning outcomes, curriculum embedded formative assessments and data informed decision making to teaching practices.
2	To move all students to expected Common Core learning outcomes by providing teaching and learning that is grounded in the International Baccalaureate Primary Years Program (IBPYP).	Pulaski International is currently an IBPYP Candidate school and is scheduled to apply for Authorization in Spring 2013. The process for implementing IB increases collaboration, curriculum embedded assessments, data informed instruction, student inquiry and increased student achievement.
3	To move all students to expected Common Core learning outcomes by providing teaching and learning that is grounded in the International Baccalaureate Middle Years Program (IBMYP).	Pulaski International applied to be an IBMYP Candidate school in the Spring 2012 and as a result is involved in the implementation of the IBMYP. The process for implementing IB increases collaboration, curriculum embedded assessments, data informed instruction, student inquiry and increased student achievement.
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
To further develop and implement the Pulaski framework for school improvement by utilizing outcomes and assessments grounded in the common core, forging horizontal and vertical Common Core Curricular alignment, and by implementing researched based instructional strategies that move students to expected outcomes.	Pulaski International continues to focus on the learning needs of all students by bringing the importance of rigorous Common Core learning outcomes, curriculum embedded formative assessments and data informed decision making to teaching practices.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analysis of historical student data through the lens of the Pulaski Learning outcomes identifies areas of focus	ILT/ Teacher Teams	All	Principal Assistant Principal	Quarter 1	Quarter 2		
Grade Level or Content Teams determine learning objectives and skills to progress monitor	ILT/ Teacher Teams	All	IB Coordinators	Quarter 1	Quarter 2		
Grade Level or Content Teams plan units, determining common assignments, assessments, projects and rubrics that target the learning needs and address key CCSS	ILT/ Teacher Teams	All	IB Coordinators	Quarter 1	Quarter 2		
Teachers plan IB and Pulaski curricular units that are grounded in the CCSS and that rely on current and relevant literature, informational text and other quality instructional materials	Instructional Materials	All	IB Coordinators	Quarter 1	Quarter 2		
Teachers teach IB and Pulaski curricular units that promote student inquiry and differentiate instruction to meet student learning needs while addressing key state standards	Instruction	All	Principal Assistant Principal	Quarter 1	Quarter 2		
Grade Level and Content Teams progress monitor by assigning or administering common assignments, assessments, projects or other student work	ILT/ Teacher Teams	All	IB Coordinators	Quarter 1	Quarter 2		
Protocols are used during regularly scheduled team meetings to share, score, discuss and analyze student work	ILT/ Teacher Teams	All	IB Coordinators	Quarter 1	Quarter 2		
Professional development supports curriculum development and instruction by addresses needs that arise from teacher team meetings	Professional Development	All	Principal Assistant Principal	Quarter 1	Quarter 2		
Analysis of historical student data through the lens of the Pulaski Learning outcomes identifies areas of focus	ILT/ Teacher Teams	All	Principal Assistant Principal	Quarter 2	Quarter 2		
Grade Level or Content Teams determine learning objectives and skills to progress monitor	ILT/ Teacher Teams	All	IB Coordinators	Quarter 3	Quarter 3		

Strategic Priority 1

Grade Level or Content Teams plan units, determining common assignments, assessments, projects and rubrics that target the learning needs and address key CCSS	ILT/ Teacher Teams	All	IB Coordinators	Quarter 3	Quarter 3		
Teachers plan IB and Pulaski curricular units that are grounded in the CCSS and that rely on current and relevant literature, informational text and other quality instructional materials	Instructional Materials	All	IB Coordinators	Quarter 3	Quarter 3		
Teachers teach IB and Pulaski curricular units that promote student inquiry and differentiate instruction to meet student learning needs while addressing key state standards	Instruction	All	Principal Assistant Principal	Quarter 3	Quarter 3		
Grade Level and Content Teams progress monitor by assigning or administering common assignments, assessments, projects or other student work	ILT/ Teacher Teams	All	IB Coordinators	Quarter 3	Quarter 3		
Protocols are used during regularly scheduled team meetings to share, score, discuss and analyze student work	ILT/ Teacher Teams	All	IB Coordinators	Quarter 3	Quarter 3		
Professional development supports curriculum development and instruction by addresses needs that arise from teacher team meetings	Professional Development	All	Principal Assistant Principal	Quarter 3	Quarter 3		
Analysis of historical student data through the lens of the Pulaski Learning outcomes identifies areas of focus	ILT/ Teacher Teams	All	Principal Assistant Principal	Quarter 4	Quarter 4		
Grade Level or Content Teams determine learning objectives and skills to progress monitor	ILT/ Teacher Teams	All	IB Coordinators	Quarter 4	Quarter 4		
Grade Level or Content Teams plan units, determining common assignments, assessments, projects and rubrics that target the learning needs and address key CCSS	ILT/ Teacher Teams	All	IB Coordinators	Quarter 4	Quarter 4		
Teachers plan IB and Pulaski curricular units that are grounded in the CCSS and that rely on current and relevant literature, informational text and other quality instructional materials	Instructional Materials	All	IB Coordinators	Quarter 4	Quarter 4		
Teachers teach IB and Pulaski curricular units that promote student inquiry and differentiate instruction to meet student learning needs while addressing key state standards	Instruction	All	Principal Assistant Principal	Quarter 4	Quarter 4		
Grade Level and Content Teams progress monitor by assigning or administering common assignments, assessments, projects or other student work	ILT/ Teacher Teams	All	IB Coordinators	Quarter 4	Quarter 4		
Protocols are used during regularly scheduled team meetings to share, score, discuss and analyze student work	ILT/ Teacher Teams	All	IB Coordinators	Quarter 4	Quarter 4		
Professional development supports curriculum development and instruction by addresses needs that arise from teacher team meetings	Professional Development	All	Principal Assistant Principal	Quarter 4	Quarter 4		

Strategic Priority 2

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

Strategic Priority Description	Rationale
To move all students to expected Common Core learning outcomes by providing teaching and learning that is grounded in the International Baccalaureate Primary Years Program (IBPYP).	Pulaski International is currently an IBPYP Candidate school and is scheduled to apply for Authorization in Spring 2013. The process for implementing IB increases collaboration, curriculum embedded assessments, data informed instruction, student inquiry and increased student achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
A .1. The school's published statements of mission and philosophy align with those of the IB.	ILT/ Teacher Teams	All	Principal	Summer 2012	Summer 2012		
A. 2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of the IB philosophy.	ILT/ Teacher Teams	All	Principal	Summer 2012	Summer 2012		
A3. The school community demonstrates and understanding of, and commitment to the programmes(s).	LSC/ PAC/ PTA	All	PYP IB Coordinator	Summer 2012	Summer 2013		
A.4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.	ILT/ Teacher Teams	All	PYP IB Coordinator	Quarter 1	Quarter 4		
A.7. The school places importance on language learning, including mother tongue, host community language and other languages.	Instruction	All	PYP IB Coordinator	Quarter 1	Summer 2013		
B1.1 The school has developed systems to keep the governing body informed about the ongoing implementation and development of the PYP programme.	ILT/ Teacher Teams	All	Assistant Principal	Summer 2012	Quarter 4		
B1.2 The School has developed a governance and leadership structure that supports the implementation of the programme.	ILT/ Teacher Teams	All	Principal	Summer 2012	Quarter 4		
B1.5 The school develops and implements policies and procedures that support the programme.	LSC/ PAC/ PTA	All	Principal	Summer 2012	Summer 2012		
B2. 3 The school ensures that teachers and administrators receive IB-recognized professional development.	LSC/ PAC/ PTA	All	PYP IB Coordinator	Summer 2012	Quarter 4		
B2. 4 The school provides dedicated time for teachers' collaborative planning and reflection.	ILT/ Teacher Teams	All	Principal	Summer 2012	Quarter 4		
B2.7 The school ensures access to information on global issues and diverse perspectives.	Instruction	All	Assistant Principal	Summer 2012	Quarter 4		
B2.8 The school provides support for its students with learning and/or special educational needs and support for their teachers	Instruction	Students With Disabilities	Assistant Principal	Quarter 1	Quarter 4		

Strategic Priority 2

B2.10 The student schedule or timetable allows for the requirements of the programme to be met.	Instruction	All	Assistant Principal	Summer 2012	Quarter 4		
C1. 1 Collaborative planning and reflection addresses the requirements of the programme.	ILT/ Teacher Teams	All	PYP IB Coordinator	Summer 2012	Quarter 4		
C1.3 Collaborative planning and reflection addresses vertical and horizontal articulation.	ILT/ Teacher Teams	All	PYP IB Coordinator	Quarter 1	Quarter 4		
C1.4 Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.	ILT/ Teacher Teams	All	PYP IB Coordinator	Quarter 1	Quarter 4		
C1.9 Collaborative planning and reflection addresses the IB learner profile attributes, social emotional development, peer relation skills, and positive behavior expectations put into practice school-wide through PBIS and Second Step programs.	ILT/ Teacher Teams	All	PYP IB Coordinator	Summer 2012	Quarter 4		
C2.1 The written curriculum is comprehensive and aligns with the requirements of the programme.	Instruction	All	PYP IB Coordinator	Quarter 1	Quarter 4		
C.3.1 Teaching and learning aligns with the requirements of the programme.	Instruction	All	PYP IB Coordinator	Quarter 1	Quarter 4		
C3.10. Teaching and learning differentiates instruction to meet students' learning needs and styles, school implements the (RtI) process to address behavioral as well as academic concerns.	Instruction	All	PYP IB Coordinator	Quarter 1	Quarter 4		
C3.14. Teaching and learning fosters a stimulating learning environment based on understanding and respect, school implements Positive Behaviors Intervention and Support (PBIS) and the Second Step program to address the social, emotional and behavioral learning needs of all students.	Instruction	All	PYP IB Coordinator	Quarter 1	Quarter 4		
C4.1. Assessment at the school aligns with requirement of the programme.	ILT/ Teacher Teams	All	PYP IB Coordinator	Quarter 1	Quarter 4		
C4. 6 The school has systems for reporting student progress aligned with assessment philosophy of the programme.	ILT/ Teacher Teams	All	Assistant Principal	Summer 2012	Quarter 4		
C4. 7. The school analysis assessment data to inform teaching and learning.	ILT/ Teacher Teams	All	Principal	Summer 2012	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
To move all students to expected Common Core learning outcomes by providing teaching and learning that is grounded in the International Baccalaureate Middle Years Program (IBMYP).	Pulaski International applied to be an IBMYP Candidate school in the Spring 2012 and as a result is involved in the implementation of the IBMYP. The process for implementing IB increases collaboration, curriculum embedded assessments, data informed instruction, student inquiry and increased student achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
A.1.The school's published statements of mission and philosophy align with those of the IB.	ILT/ Teacher Teams	All	Principal	Summer 2012	Quarter 1		
A.2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of the IB philosophy.							
A.3. The school community demonstrates and understanding of, and commitment to, the programmes(s).	ILT/ Teacher Teams	All	IB MYP Coordinator	Summer 2012	Quarter 1		
A.4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.	Instruction	All	IB MYP Coordinator	Quarter 1	Summer 2013		
A.5. The school promotes responsible action within and beyond the school community.	Instruction	All	IB MYP Coordinator	Quarter 1	Summer 2013		
A.7.The school places importance on language learning, including mother tongue, host community language and other languages.	Instruction	All	IB MYP Coordinator	Quarter 1	Quarter 4		
A.8. The school participates in the IB world community.	Instruction	All	IB MYP Coordinator	Summer 2012	Summer 2013		
A.9. The school supports access for students to the IB programme(s) and philosophy.							
B.1.1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the MYP programme.	ILT/ Teacher Teams	All	Assistant Principal	Summer 2012	Summer 2013		
B.1.2. The School has developed a governance and leadership structure that supports the implementation of the programme.	ILT/ Teacher Teams	All	Principal	Summer 2012	Quarter 4		
B.1.5. The school develops and implements policies and procedures that support the programme.	Instruction	All	Principal	Summer 2012	Quarter 4		
B.2.3. The school ensures that teachers and administrators receive IB-recognized professional development.	Professional Development	All	IB MYP Coordinator	Summer 2012	Quarter 4		
B.2.4. The school provides dedicated time for teachers' collaborative planning and reflection.	Professional Development	All	Principal	Summer 2012	Quarter 4		
B.2.7. The school ensures access to information on global issues and diverse perspectives.	Instructional Materials	All	Assistant Principal	Quarter 1	Quarter 4		
B.2.8. The school provides support for its students with learning and/or special educational needs and support for their teachers.	Instruction	Students With Disabilities	Assistant Principal	Quarter 1	Quarter 4		
B.2.10. The student schedule or timetable allows for the requirements of the programme to be met.	Instruction	All	Assistant Principal	Summer 2012	Quarter 4		
C.1.1. Collaborative planning and reflection addresses the requirements of the programme.	ILT/ Teacher Teams	All	IB MYP Coordinator	Summer 2012	Quarter 4		

Strategic Priority 3

C.1.3. Collaborative planning and reflection addresses vertical and horizontal articulation.	ILT/ Teacher Teams	All	IB MYP Coordinator	Summer 2012	Quarter 4		
C.1.4. Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.	ILT/ Teacher Teams	All	IB MYP Coordinator	Summer 2012	Quarter 4		
C.1.9. Collaborative planning and reflection addresses the IB learner profile attributes.	ILT/ Teacher Teams	All	IB MYP Coordinator	Summer 2012	Quarter 4		
C.2.1. The written curriculum is comprehensive and aligns with the requirements of the programme.	Instruction	All	IB MYP Coordinator	Summer 2012	Quarter 4		
C.2.4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.	Instruction	All	IB MYP Coordinator	Quarter 1	Quarter 4		
C.2.7. The written curriculum promotes students' awareness of individual, local, national, and world issues.	Instruction	All	IB MYP Coordinator	Quarter 1	Quarter 4		
C.3.1. Teaching and learning aligns with the requirements of the programme. C.4.1. Assessment at the school aligns with requirement of the programme.	Instruction	All	IB MYP Coordinator	Quarter 1	Quarter 4		
C3.10. Teaching and learning differentiates instruction to meet students' learning needs and styles, school implements the (Rtl) process to address behavioral as well as academic concerns. C3.14. Teaching and learning fosters a stimulating learning environment based on understanding and respect, school implements Positive Behaviors Intervention and Support (PBIS) and the Second Step program to address the social, emotional and behavioral learning needs of all students.	Instruction	All	IB MYP Coordinator	Quarter 1	Quarter 4		
C4.6. The school has systems for reporting student progress aligned with assessment philosophy of the programme.	Instruction	All	Assistant Principal	Quarter 1	Quarter 4		
C4.7. The school analyses assessment data to inform teaching and learning.	Instruction	All	Principal	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

Action Plan

Monitoring

[illegible]

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

[illegible]