



**2012-2014 Continuous Improvement Work Plan**

**George M Pullman Elementary School**

Lake Calumet Elementary Network

11311 S Forrestville Ave Chicago, IL 60628

ISBE ID: 150162990252414

School ID: 610139

Oracle ID: 25041



**Mission Statement**

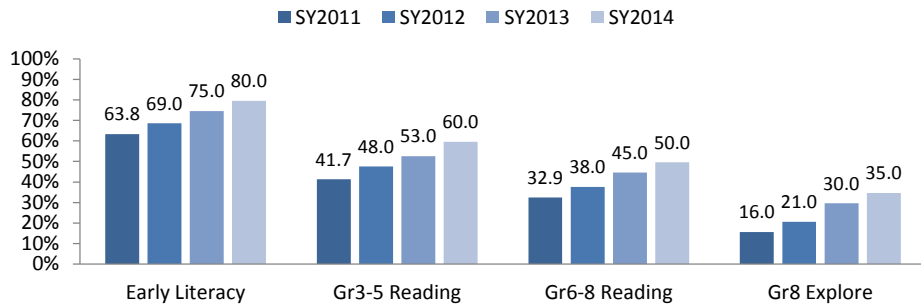
Our mission is to create a safe and positive culture of learning, and actively engage students in the Comon Core Curriculum to ensure growth in preparation for college and career readiness.

**Strategic Priorities**

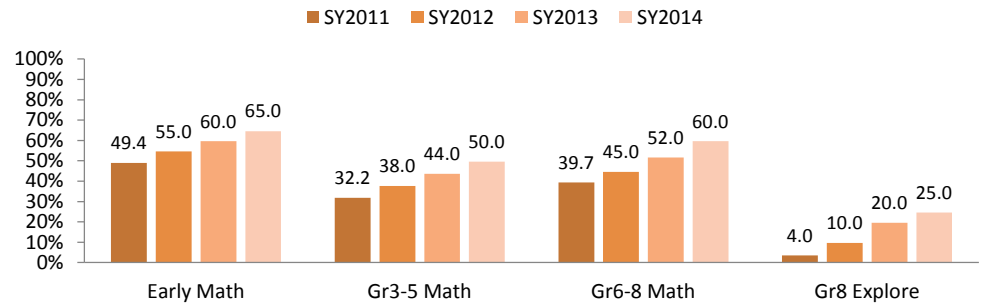
1. Implement a rigorous literacy curriculum aligned to the Common Core State Standards
2. Implement a rigorous math curriculum aligned to the State Standards and Common Core State Standards (where applicable)
3. Implement a rigorous science curriculum aligned to the State Standards and provide substantive experimentation for students

**School Performance Goals**

**Literacy Performance Goals**



**Math Performance Goals**





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	George M Pullman 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
Felicia Sanders	Principal
Sherry Dority	Assistant Principal
Marvin Neely	Lead/ Resource Teacher
Carol Novak	Classroom Teacher
Cassandra Wilson	Counselor/Case Manager
Rashaud Branscomb	LSC Member
Maribeth McCuan	Classroom Teacher
Taurus Sigler	Other
Mary Gleason	Special Education Faculty
Syreeta Gordon	Classroom Teacher
Rosemary Reddick	Classroom Teacher
Rosemarie Vondra	Special Education Faculty



## Elementary Goal Setting

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

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	63.8	69.0	75.0	80.0		<b>Early Math</b> % of students at Benchmark on mClass	49.4	55.0	60.0	65.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	41.7	48.0	53.0	60.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	32.2	38.0	44.0	50.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	69.5	75.0	80.0	85.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	67.2	73.0	80.0	85.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	32.9	38.0	45.0	50.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	39.7	45.0	52.0	60.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	54.3	60.0	65.0	70.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	67.2	73.0	80.0	85.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	16.0	21.0	30.0	35.0		<b>Explore - Math</b> % of students at college readiness benchmark	4.0	10.0	20.0	25.0



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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	93.5	94.0	94.5	95.0					
<b>Misconducts</b> Rate of Misconducts (any) per 100	14.6	12.0	9.0	7.0					

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	74.1	80.0	90.0			<b>ISAT - Reading</b> % of students exceeding state standards	17.8	25.0	30.0	
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	79.3	85.0	90.0			<b>ISAT - Mathematics</b> % of students exceeding state standards	14.8	20.0	25.0	
<b>ISAT - Science</b> % of students meeting or exceeding state standards	76.6	85.0	90.0			<b>ISAT - Science</b> % of students exceeding state standards	10.6	15.0	20.0	

### 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
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>Classroom academic achievement targets were set for grades kindergarten through 8 in reading, math and science. These goals are reviewed and discussed following the fall, winter and spring screeners.</p> <p>Special intervention was given to students in specific subgroups where an achievement gap existed (i.e. ELL at certain grades, special education students) There is a focus on academics and related supports (extended learning opportunities).</p> <p>The Theory of Action directly relates to the analysis of student data. Data charts are created to monitor assessment results in conjunction with the Theory of Action.</p>	
	<b>Principal Leadership</b> ----->			<b>3</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>Learning walks and evaluations informal evaluations</p> <p>Supplemental observation form is created to provide additional feedback to teachers regarding instruction and classroom environment</p> <p>Principal regularly interacts and engages with ILT and teachers to review and discuss instructional best practices and pedagogy grade level teams/meetings</p> <p>Teacher selected professional development based on their self reflection and assessment</p> <p>College banners posted in the building</p> <p>Career day/motivational speakers</p> <p>Poster on academic results/goals on boards throughout the building</p> <p>Family week activities at the end of the school year (both recreational and academic)</p> <p>21st century learning program partnership</p> <p>monthly newsletters created by the Principal and sent home</p> <p>parent conferences</p> <p>bench mark parent meetings</p> <p>BAC groups</p> <p>Black Star Project student speakers</p>	<p>Formal and</p> <p>PD, ILT,</p> <p>academic nights</p> <p>LSC, PAC, NCLB,</p>

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>The following groups/positions are in place: ILT team, grade level/team meetings, data team, bilingual lead, CIWP team, union representative, and grant writers.</p> <p>Several teachers form partnerships within the building to receive modeling and coaching on specific learnings and strategies</p> <p>Teachers willingly collaborate and assist each other</p> <p>Teachers share ideas and strategies in grade level and community meetings</p> <p>Teachers who attend external PD are requested to share that learning with the faculty.</p>	

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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>			<b>3</b>
<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 meets after school regularly, analyzes data and does learning walks.</p> <p>The ILT is comprised of teacher leaders from every grade band and specialty area.</p> <p>ILT teacher team members take information to their grade level teams.</p> <p>The ILT engages in debriefings after the learning walks, analyze data and makes instructional decisions to help the school progress towards schoolwide goals.</p> <p>After each screener (fall, winter and spring) teachers review data and set instructional goals.</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>			<b>3</b>
<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>After each screener, results are shared with the faculty. The ILT meets after each scantron test to analyze data to inform instruction. In grade level meetings the local school Classroom Action Plan is developed. The action plan requires teachers to form/adjust learning groups based on skill strengths and weaknesses. The ILT team uses data and the Theory of Action Plan to maintain focus and target support for teachers and students.</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>	<p>At the beginning of the quarter, teachers plan lessons based on the Quarterly Learning Priorities (DePaul University-B. Radner). Each teacher completes weekly lesson plans aligned to the learning standards. Academic interventions are addressed by: RTI and differentiated instruction.</p> <p>Instructional materials are research based and endorsed by the district.</p> <p>All teachers have the opportunity to request supports (instructional materials &amp; supplies) needed to enhance their instruction and modify/accomodate specific learners.</p>	
	<b>Instructional materials</b> ----->			<b>4</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>	<p>Each grade level has a set of instructional materials that are aligned with the standards; each grade level has ELL kits and supportive materials for students with disabilities; bilingual lead teacher on staff offers support to ELL students.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>All school data is shared with the entire school community on a regular basis. A Data room is established and utilized by teacher teams to analyze data.</p> <p>Assessments utilized: DIBELS, mclass math, SCANTRON and weekly teacher tests.</p> <p>Lesson plans reflect accommodations and modifications, and special ed teachers collaborate with regular education teachers to ensure that students with disabilities and ELLS are appropriately able to demonstrate their knowledge and skills.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Teachers communicate with the students the standards based learning objectives by posting "I will" statements daily; involving students in FQR, QAR, HOTS questioning and strategies; creating and submitting standards based weekly lesson plans; participating in grade level meetings; scaffolding instruction; assessing the students weekly; requiring exit slips; and checks for understanding through questioning and observation.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<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>Academic interventions are addressed by: RTI and differentiated instruction.</p> <p>Testing schedules are put into place to offer a systematic approach for administering diagnostic assessments.</p> <p>Small group guided reading instruction takes place weekly, bilingual push in and pull out is offered as a form of intervention and support to the bilingual students. Academic growth charts are maintained in the data room and are utilized to inform instruction.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Year long professional development is evidenced by agendas and sign in sheets.</p> <p>Teachers collaborate regarding the effectiveness and use of information and strategies gained at the professional development sessions. They meet weekly and submit meeting notes after their meetings. To ensure that professional development is relevant to the teachers, the following structures are followed: administrative observations, student work samples, surveys, learning walks, and student interviews.</p> <p>Teacher teams consist of regular and special education teachers. Each team has an ILT member present as a resource and liason.</p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</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 during their weekly grade level team meetings to analyze formative assessment data and to plan weekly instruction. They meet to discuss progress monitoring for students receiving interventions. Their notes are recorded on a team meeting sheet that is submitted to the office. There is a data room where teachers organize, post and analyze their student data. An ILT team is in place to analyze data as well and to support the teachers.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Learning walks take place to identify teacher instructional needs so coaching can be offered; formal and informal observations provide teachers with feedback .</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</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>School expectations are reinforced daily through the student commitment/affirmation during the morning announcements. College banners are displayed throughout the building to maintain a college-going culture. Motivational speakers are brought in to speak to the students about college and careers. School assemblies and the student council offer opportunities for authentic leadership and student voice.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>All teachers care about the students and refer them to Ms. Wilson (counselor) if needed. There is a school wide discipline/ behavior referral plan that is used by all teachers. School assemblies and common resource periods ensure that the students with disabilities are socially and physically integrated with the regular education students. The Bilingual lead teacher, bilingual teachers and English speaking teachers all incorporate the students home language and culture into their daily schedules.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</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 has implemented universal school rules that are posted in each classroom and uses the SCC for discipline when necessary. The school wide behavior referral form yields the opportunity for teachers to enact progressive discipline based on their classroom policies. There is security to ensure that the students and staff are safe. Visitors are warmly greeted at the main entrance by the security officer.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</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>	<p>A parent handbook is distributed to every household at the beginning of the school year. Students that transfer in later receive the handbook as well.</p> <p>A monthly school newsletter created by the Principal is sent home each month that includes information regarding student expectations and achievements.</p> <p>A 2nd quarter report card pick up and Benchmark grade level parent meetings are held to offer another opportunity to provide parents with information regarding their students academically. Information regarding school choice is located in the main office and with the school counselor.</p>	
	<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>	<p>Teachers develop a parent letter/newsletter to communicate with families. They also make phone calls, send letters and notes. "Good Progress" forms are used to provide positive feedback to families. The parent handbook gives procedures for parents to communicate with staff. Also, staff mailboxes are available for parents to leave notes for teachers.</p>	
<b>Bonding</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>	<p>The school provides frequent opportunities for families and community members to participate in authentic and engaging activities such as assemblies, book fair, family week, a parent luncheon twice per yr and Open House.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>Social service agencies such as ACES (at-risk counseling), Human Resource Development Institute, 21st Century Learning and Metropolitan Family Services are partnered with the school to offer support for students in need of specialized services.</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>We have two career days each year where motivational speakers provide the students with information that is helpful when they are selecting a college or career.</p> <p>Mentors speak to students about college and careers on a quarterly basis (Black Star Project).</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>The school counselor provides the students with support for planning for their college and career choice. The counselor meets weekly with 6-8th grade students to prepare them for high school and beyond. The counselor is available to parents and students as a resource. Also, students attend school fairs.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<p>Extra curricular and enrichment opportunities are: 21st century learning, cheerleading, chess, soccer, pullman extended learning, student council and SES programs.</p>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>This will be expanded in the coming years.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>		
	<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 hosts several grade level and benchmark parent meetings to ensure effective transitions to the next grade level. The school provides handbooks and handouts containing information regarding school transitions through the grades.</p>	



### School Effectiveness Framework

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	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>The school uses the budget appropriately to purchase materials and supplies for students based on their need. Grants are applied for and obtained to help meet student and staff needs.</p>	
	<b>Building a Team</b> ----->			<b>3</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>Pullman is fortunate to have a stable staff; therefore, minimal hiring occurs. When necessary, a process exists for interviewing potential candidates. When a vacancy arose, a math teacher was hired to address the deficient needs of the upper grade students. Pullman welcomes student teachers and educational interns. Teacher team/ grade level teams and the ILT are assembled to include the needed combination of knowledge and expertise.</p>	
<b>Use of Time</b> ----->			<b>4</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>A master schedule for the entire school was created based on student needs and school-wide growth goals; weekly morning staff meetings, common resource/ preparation periods are held to allow for collaboration among teachers; intervention is provide to students in the schedule.</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

Our mission is to create a safe and positive culture of learning, and actively engage students in the Common Core Curriculum to ensure growth in preparation for 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	Implement a rigorous literacy curriculum aligned to the Common Core State Standards	We have a need to implement a rigorous literacy curriculum as we have been below 50% of the students performing at grade level as determined by Scantron.
2	Implement a rigorous math curriculum aligned to the State Standards and Common Core State Standards (where applicable)	We have a need to implement a rigorous math curriculum as we have been below 50% of the students performing at grade level as determined by Scantron and mClass math.
3	Implement a rigorous science curriculum aligned to the State Standards and provide substantive experimentation for students	Although continuous improvement has been made in science achievement, there is still a percentage of students not performing at grade level as determined by ISAT and Scantron.
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
Implement a rigorous literacy curriculum aligned to the Common Core State Standards	We have a need to implement a rigorous literacy curriculum as we have been below 50% of the students performing at grade level as determined by Scantron.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Through retired tutor, provide reading intervention to students identified as intensive on the beginning of the year screener	Instruction	Other student group	Principal	Quarter 1	On-going		
Professional development for implementing the Common Core aligned literacy instruction	Parental Involvement	All	ILT and Administration	Summer 2012	On-going		
Grade level meetings and after school planning to continuously assess, monitor and adjust the instructional program	ILT/ Teacher Teams	All	ILT and Administration	Quarter 1	On-going		
Bilingual support to ELL students to assist in the Transitional Bilingual Program	Instruction	English Language Learners	Bilingual Coordinator	On-going	On-going		
Supplemental texts aligned to the Common Core for text complexity and informational text	Instructional Materials	All	Administration	Summer 2012	On-going		
After school instructional program to extend learning and address student deficiencies	After School/ Extended Day	All	Administration	Quarter 2	Quarter 4		
Technology support to address various learning modalities	Instruction	All	Technology Coordinator	Quarter 1	On-going		
Read 180 intervention program for struggling upper grade readers	Instructional Materials	Other student group	Literacy Support	Quarter 1	Quarter 4		
Ipad applications to enhance student learning	Equipment/ Technology	All	Technology Coordinator	Quarter 1	On-going		
Reading professional development for teachers to arm them with rigorous literacy instructional strategies	Professional Development	All	Administration	On-going	On-going		
After school book club to promote recreational reading	After School/ Extended Day	Other student group	Classroom Teachers	Quarter 2	Quarter 4		



**Strategic Priority 1**

Teachers develop common understanding of what students need to know and be able to do to show mastery of the Common Core Standards	ILT/ Teacher Teams	All	ILT and Administration	Summer 2012	On-going		
Teachers develop theme-based, Common Core aligned units of instruction and performance tasks	ILT/ Teacher Teams	All	ILT and Administration	Summer 2012	On-going		
Implement the Powerful Practice -FQR across content areas	Instruction	All	ILT and Administration	Quarter 1	On-going		
Use the Cycle of Learning to enhance instruction, professional development and assessment	Professional Development	All	ILT and Administration	Summer 2012	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
Implement a rigorous math curriculum aligned to the State Standards and Common Core State Standards (where applicable)	We have a need to implement a rigorous math curriculum as we have been below 50% of the students performing at grade level as determined by Scantron and mClass math.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Algebra instruction to 8th grade students	Instruction	Other student group	Math Teacher	Quarter 1	On-going		
Vertical teacher planning to address instructional alignment and curricular needs	ILT/ Teacher Teams	All	Administration	On-going	On-going		
Teachers develop common understanding of what students need to know and be able to do to show mastery of the Common Core Standards	ILT/ Teacher Teams	All	ILT & Administration	Summer 2012	On-going		
After school instructional program to extend learning and address student deficiencies	After School/ Extended Day	All	Administration	Quarter 2	Quarter 4		
Technology support to address various learning modalities	Equipment/ Technology	All	Technology Coordinator	Quarter 1	On-going		
Ipad applications to enhance student learning	Equipment/ Technology	All	Technology Coordinator	Quarter 1	On-going		
Math professional development for teachers to acquire rigorous instructional strategies	Professional Development	All	Administration	Summer 2012	On-going		
Small group tutoring for intervention support	Other	Other student group	Administration	Quarter 1	On-going		
Grade level meetings and after school planning to continuously assess, monitor and adjust the instructional program	ILT/ Teacher Teams	All	ILT & Administration	Summer 2012	On-going		
Teachers develop theme-based, Common Core aligned units of instruction and performance tasks	ILT/ Teacher Teams	All	ILT & Administration	Summer 2012	On-going		
6-8 grade math teachers use Bridge Plan as a basis for course content	Staffing	Other student group	Math Teacher	Quarter 1	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
Implement a rigorous science curriculum aligned to the State Standards and provide substantive experimentation for students	Although continuous improvement has been made in science achievement, there is still a percentage of students not performing at grade level as determined by ISAT and Scantron.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers develop common understanding of what students need to know and be able to do to show mastery of the Standards	ILT/ Teacher Teams	All	ILT & Administration	Summer 2012	On-going		
Partnership with the Field Museum to extend learning	Instruction	Other student group	Science Coordinator	Quarter 1	On-going		
Ipad and computer applications to enhance student learning	Instruction	All	Technology Coordinator	Quarter 1	On-going		
Coordinate experiments with science content to immerse students in the learning process	Instruction	All	Classroom Teachers	Summer 2012	On-going		
After school science club to further experimentation opportunities	After School/ Extended Day	Other student group	Science Coordinator	Quarter 1	Quarter 3		
Science teacher leaders collaborate with teachers to plan quarterly science units	ILT/ Teacher Teams	All	Science Coordinator	Summer 2012	On-going		
Participate in iBio Institute Stellar Girls after school program	After School/ Extended Day	Other student group	Science Teachers	Quarter 1	Quarter 4		
Participate in iBio Institute Stellar Girls professional development training	After School/ Extended Day	Other student group	Administration	Summer 2012	Quarter 4		
Implement the Powerful Practice -FQR across content areas	Instruction	All	ILT & Administration	Quarter 1	On-going		



**Strategic Priority 3**



