



2012-2014 Continuous Improvement Work Plan

Frank W Reilly Elementary School

Fullerton Elementary Network
3650 W School St Chicago, IL 60618
ISBE ID: 150162990252421
School ID: 610144
Oracle ID: 25101



Mission Statement

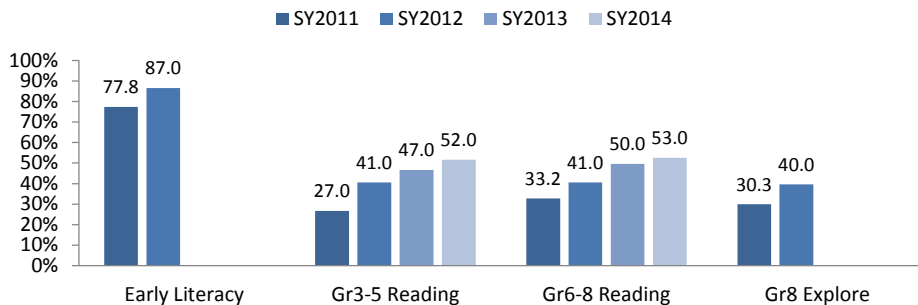
The mission of Reilly School is to provide equal educational opportunities for our diverse community of students. Through collaboration among students, our staff, families, and the community, we are committed to providing a supportive environment that motivates students from all backgrounds to become more confident and creative learners. We are dedicated to fostering that commitment to excellence and giving our students a place where they are encouraged to become respectful and responsible members of their community.

Strategic Priorities

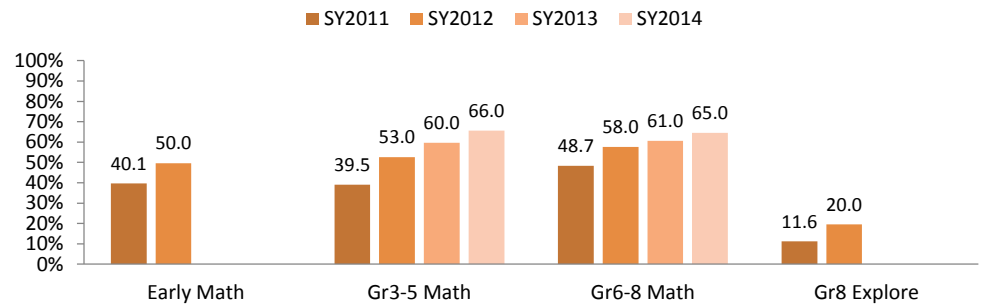
- 1. Incorporate CCSS using the CPS Literacy Content Framework to develop curriculum maps in ELA, grades K-8, and Math, grades 6-8, quarterly to meet District-wide expectations and Benchmark Performance Assessments.
2. Teachers will teach students to read complex texts. Teachers will teach students to construct verbal and written arguments in order to cite textual evidence to support their claims. Students will meet quarterly and annual District-wide Benchmark Performance Assessments.
3. Refine and align school-wide expectations to improve student behavior. Provide positive, proactive school-wide and classroom practices that maximize instructional time and build relationships based on mutual trust.

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:	Frank W Reilly 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
Maria Rodriguez O'Keefe	Principal
Amanda Rivera	Assistant Principal
Dr. Jayne Swiatek	Assistant Principal
Debbie Amstadter	Classroom Teacher
Marina Castillo	Classroom Teacher
Marcelo Costilla	Classroom Teacher
Bart Goldberg	Classroom Teacher
Raymond Montes	Classroom Teacher
Marzanna Postolowicz	Classroom Teacher
Anna Rivera	Classroom Teacher
Mario Rueda	Classroom Teacher
Sue Sherman-Martinez	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	77.8	87.0				Early Math % of students at Benchmark on mClass	40.1	50.0		
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.0	41.0	47.0	52.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	39.5	53.0	60.0	66.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.2	78.0	85.0	88.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	62.7	70.0	73.0	76.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.2	41.0	50.0	53.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	48.7	58.0	61.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.2	69.0	72.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	62.7	69.0	72.0	74.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	30.3	40.0				Explore - Math % of students at college readiness benchmark	11.6	20.0		

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	97.0	97.0			Misconducts Rate of Misconducts (any) per 100	8.7	8.0		

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	63.4	79.0	87.0	91.0	ISAT - Reading % of students exceeding state standards	9.8	13.0	18.0	24.0
ISAT - Mathematics % of students meeting or exceeding state standards	75.6	78.0	82.0	87.0	ISAT - Mathematics % of students exceeding state standards	15.5	21.0	28.0	36.0
ISAT - Science % of students meeting or exceeding state standards	58.7	62.0	67.0	73.0	ISAT - Science % of students exceeding state standards	6.2	7.0	9.0	13.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> Analyze ISAT scores to identify transformation and acceleration students. Provide academic support to students at the brink of falling one level below, i.e. Meets to Below or rising up to the next level, i.e. Meets to Exceed. Review and use Scantron data to increase student learning capacity. Differentiate and group students based on the skill they may need. Use Reading in Motion for small group instruction in kindergarten and grade 1. Implementing RTI and inclusion teaching model. District/Network priorities--Rtl, Common Core, Teaching and Learning model--supersede school priorities--comprehension/writing, CHAMPS. The school is working on Common core, Champs, Writing, comprehension, 	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Need work on 1:1 coaching cycles. Danielson model introduced but needs follow through. College and career readiness program needs to be developed for 6th and 7th grade. Increase in use of assistive technology for SP ED students. Parent programs include computer training classes, cooking, strategies to guide their child's learning, behavior and developmental growth, cyber bullying and updates on CPS directives and instructional targets. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> • Teachers work on most teams but it is the usual teachers participating in most committees. There is communication and relationship building in our teams. More teachers are taking on leadership roles. • Committees include but are not limited to ILT, Rtl, grade level, bilingual, union representative, CIWP team. • We are not consistent with sharing our expertise, sometimes it happens and sometimes not. 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> The ILT represents most grade levels and departments. Some ILT leading in PD to staff. Two way communication for decision making is limited or carried in isolation without adequate input from all teams. Develop and implement process for staff wide engagement. (3) The ILT regularly analyzes data. 	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<ul style="list-style-type: none"> The school and staff at all levels have an ongoing approach to analyzing data to make adjustments on focusing target support for teachers and students. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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. 	<ul style="list-style-type: none"> Each grade team is currently developing a year-long scope and sequence that maps out the CCSS that will be taught and in what order. Grades 1, 5, 7 and 8 needs to align with CCSS and the Literacy Framework. Each grade level is currently developing units of instruction aligned to the standards. As additional units are completed, they will be implemented. Teachers in grades K-8 ordered informational texts to support and enrich students' understanding of complex informational text to support CCCS (reading survey was used as a guide to place class purchase orders). Short- and long-term plans being developed by Grade Level teachers will include the supports necessary to ensure students with disabilities and ELLs are able to gain core content knowledge and skills. Selected teachers are implementing inclusion model to support all learners' needs. Increase number of teachers who differentiate instruction in intermediate and upper grades to meet Gen. Ed, ELL, and SPED learning needs. 	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Grade level teams will review all instructional materials to ensure they are aligned with CCSS. Instructional materials are supportive of students with disabilities as well as ELLs varying language proficiency levels (Harcourt Reading Series, Saxon Math, CMP, Carolina Science, SEPUP, FOSS, McMillan/McGraw/Houghton Mifflin Social Studies). 	
<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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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> • DIBBELS/IDEL and mClass Math results are immediately available to K-2 teachers to group students and guide instruction. • SCANTRON results are immediately available to grades 3-8 teachers to guide differentiated instruction placement for small groups to meet student needs. • Grades K-5 use Hartcourt Core Assessment to measure and monitor student progress. • Grade 6-8 teachers use formative and summative assessments to monitor student learning. • Assessment methods (weekly tests, benchmark tests, extended/constructed response, student work, Science journals, performance tasks, Theme/Unit Test) will be reviewed to ensure they are aligned with CCSS and address higher order thinking skills (HOTS). • Assessment accommodations and modifications will be reviewed and revised as appropriate to ensure that SPED and ELLs are able to demonstrate their knowledge and skills. • General Ed and SPED teachers meet regularly to modify instruction and monitor progress based on assessment results. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Teachers regularly communicate to students standards-based learning objectives, directions and procedures, as well as the relevance of their learning through essential questions, question of the day (K-5), in ELA, Math, Science, and Social Studies. • Teachers are currently aligning their low- and high-level questioning techniques to improve instruction using the five levels of the "Strategies to Extend Student Thinking" template. • Teachers will learn to sequence and align standards-based objectives to build toward a deep understanding and mastery of the standards. • Some teachers scaffold instruction to ensure that all students, including students with disabilities and ELLs, are able to build their understanding of text and tasks from their current level. • Many teachers regularly monitor student progress and check for understanding of student learning through discussion, observation and quizzes. 	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> Teachers use DIBELS/IDEL, mCLASS Math and Scantron results to identify students in need of academic intervention K-5 teachers administer weekly assessments to identify particular skills gaps. Teachers in grades K-8 provide interventions through in-class, small group instruction, as well as before or after school tutoring. Train instructional support teachers on Read 180 to provide additional support outside of the classroom. ILT teacher team is beginning to monitor interventions so that adjustments can be made. 	
3: Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> Professional development is monitored by response cards given at end of sessions and choices for future professional development offered to staff. Reilly has a plan for professional development that addresses CCSS, PBIS, understanding and using data analysis from tests, etc., writing in grades 3-5 (started in January). Administration attends grade level meetings. Staff attend Network professional development sessions supporting District priorities. K-1 Reading in Motion provides continual professional development as well as on site coaching. 	
	Grade-level and/or course teams ----->			3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Curriculum mapping in place for many grade levels and subjects. Collaboration happens at many grade levels. Inclusive of ancillary and specialized teachers. Grades K-1 meets with Reading in Motion coach every two weeks to review DIBELS/IDEL data. Most grade levels tutor students in the morning; some see students other than their own for help. 	
	<p>Instructional coaching -----></p> <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"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> New teachers have grade level help and support; not formal, but consistent. Communication and opportunities for specific professional development is encouraged. Pre- and post-observations are used with faculty by administration for observations. Teachers in K-1 (reading) and 3-5 (writing) benefit from on site coaching. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Grade 8 teachers reinforce school expectations for all students to aspire to college or career-ready standards. Every student has opportunities for authentic leadership and student voice (21st Century after school leadership program). Reilly has had occasional activities designed to develop a college-going culture (college fair, college field trips, guest speakers). 	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> The majority of students have an adult advocate who cares about them and supports them in achieving their goals. Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior (PBIS, Champs classroom expectations). Students with different abilities are engaged in the school community, including both physical and social integration (inclusion, Girls on the Run, Battle of the Books, sport activities, Presidential Challenge). Students' classroom experiences demonstrate value of home language and culture (classroom presentations and projects, discussions). 	
Behavior & Safety ----->			4	

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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. 	<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 (Champs; PBIS; misconducts down 3%) • Staff establishes and maintains a safe and welcoming school environment (open house; before and afterschool tutoring/parent meeting; parent training) 	

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	Typical School	Effective School	Evidence	Evaluation
NSION 5: Family and Community Engagement	Expectations ----->			3
	<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. 	Principal has provided parents and families with the elementary school report card, SCANTRON, DIEBELS/IDEL and mCLASS Math data, and quarterly grades and test results as requested during principal - parent conferences. Teachers share student expectations during open house, parent teacher conferences and report card pick up conferences, especially for benchmark grades. Eighth grade parents have additional parent meetings throughout the year to share performance and graduation expectations, and provide parents and students with high school information in September through December. A part-time counselor was hired to assist students with the application process and to address questions and concerns regarding high school selection process.	
	Ongoing communication ----->			3
	<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. 	Teachers share information regarding school progress during parent teacher conferences, the school agenda book, monthly calendar of meetings and events, email and the parent portal.	
	Bonding ----->			3

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
DIMEI	<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. 	Office and key staff are bilingual, cordial, respectful and follow through most of the time. Parents feel welcomed to come to school and are provided with numerous opportunities for meaningful engagement (e.g., NCLB meetings, workshops on stress and depression, cyberbullying, ways to assist your child, arts and crafts, parent nutrition and exercise classes, parent field trips to public library, parent computer classes, and student or family counseling referrals).	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support ----->			2
	<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. 	<p>This is a great need for social service agencies in this community. Referrals are made for individual students and family outside the school but there is little follow up by parents, and at times, school personnel. We have asked our partner, 21st Century/CYC after-school program to assist in providing social services, especially in counseling.</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> School provides information about high school fairs and visits. Seventh graders research potential high school choices, create PowerPoint presentations and report their findings. Eighth graders visit at least one local university. Students and teachers are encouraged to wear college t-shirts on Fridays to build college awareness. 	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> Students are encouraged to perform at their level and beyond. Students in the comprehensive gifted program are held to higher rigorous standard. Algebra classes are provided to high performing 8th grade students to exit out of freshman algebra and receive high school credit. 		
Enrichment & Extracurricular Engagement ----->			2	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> Students participate in SES and Reilly funded after-school programs to meet their needs in Reading and Math. We have entered a three-year partnership with 21st Century for students in grades 5-8 to participate in a wide range of extracurricular enrichment opportunities to build leadership skills and nurture their talents, interests and 		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> Does not apply 	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<ul style="list-style-type: none"> Does not apply 	
Transitions ----->				2
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> Transitions between key grades are provided through Open House in September. Eighth grade parents meet in September and January to discuss requirements for graduation. Reilly works with teachers and parents to provide a smooth transition for students with special needs to high school. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> • Funds allocated to support SIPAAA activities for K-1 reading, 3-5 writing, parent coordinator and PBIS-CHAMPS activities. • Outside resources include three-year partnership with 21st Century for grades 5-8, Symphony Links for grades 1-2 and Music Institute for grade 1. • Funds allocated for summer and after-school academic support for non-benchmark grades 1, 2, 5, and 7, Chicago Opera, piano, Merit Music Choir and Girls on the Run. 	
	Building a Team ----->			3
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> • Most hiring is conducted based on student needs, staff capacity and scheduling priorities. • Our work with local universities to provide student teachers has provided a pool of potential teachers and some have been hired to fill vacancies. • Interviewees demonstrate their knowledge and skill through the interview process. • Grade teams are assigned to include needed knowledge and expertise based on their certificates. 	
	Use of Time ----->			2

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> • Schedule is designed based on the needs of SP ED and middle school needs. • Grade level teams meet weekly. • Most interventions are performed by classroom teachers. 	

Mission & Strategic Priorities

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

Mission Statement

The mission of Reilly School is to provide equal educational opportunities for our diverse community of students. Through collaboration among students, our staff, families, and the community, we are committed to providing a supportive environment that motivates students from all backgrounds to become more confident and creative learners. We are dedicated to fostering that commitment to excellence and giving our students a place where they are encouraged to become respectful and responsible members of their community.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Incorporate CCSS using the CPS Literacy Content Framework to develop curriculum maps in ELA, grades K-8, and Math, grades 6-8, quarterly to meet District-wide expectations and Benchmark Performance Assessments.	Students need to acquire a global level of knowledge and skills to develop into independent engaged learners. Teachers need to establish and provide rigorous academic programs to prepare students to be college and career ready in a more competitive society and economy.
2	Teachers will teach students to read complex texts. Teachers will teach students to construct verbal and written arguments in order to cite textual evidence to support their claims. Students will meet quarterly and annual District-wide Benchmark Performance Assessments.	To be prepared for each grade level and to be career and college ready, students need a deep understanding of what they read and its application to a variety of life situations .
3	Refine and align school-wide expectations to improve student behavior. Provide positive, proactive school-wide and classroom practices that maximize instructional time and build relationships based on mutual trust.	Staff and administrators are responsible for developing , modeling and reinforcing policies and practices that assist students in being positive, responsible, respectful and self-disciplined learners and members of a school community.
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
Incorporate CCSS using the CPS Literacy Content Framework to develop curriculum maps in ELA, grades K-8, and Math, grades 6-8, quarterly to meet District-wide expectations and Benchmark Performance Assessments.	Students need to acquire a global level of knowledge and skills to develop into independent engaged learners. Teachers need to establish and provide rigorous academic programs to prepare students to be college and career ready in a more competitive society and economy.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
K-8 teachers will develop ELA curriculum maps, units and lesson plans quarterly to align to Literacy Content Framework to meet CCSS and NWEA assessment criteria.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
K-8 teachers will review and refine ELA curriculum maps, units and lesson plans quarterly to align to Literacy Content Framework to meet CCSS and NWEA assessment criteria.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
K-8 teachers will meet June through August to complete Quarter 1 ELA curriculum map.	ILT/ Teacher Teams	All	Teachers	Quarter 1	09/01/12		
Grades 6-8 Math teachers will develop curriculum maps, units and lesson plans to align to Bridge Plan to meet Benchmark Performance Assessment.	Instruction	All	6-8th grade Math Teachers	Quarter 1	On-going		
Grades 6-8 Math teachers will review and refine Bridge Plan curriculum maps, units and lesson plans to meet Benchmark Performance Assessment in Math.	Instruction	All	6-8th grade Math Teachers	Quarter 1	On-going		
Align Rtl tools, used to identify and measure academic or behavior interventions, to CCSS. Develop calendar to meet with teachers to review interventions and progress of struggling students.	Instruction	All	Rtl/Teacher Teams	Quarter 1	On-going		
	Instruction	All	ILT/ Teacher Teams	Quarter 1	On-going		
K-8 teachers will embed CCS Standards for Mathematical Practice in their instruction to demonstrate the relevance of mathematics and increase student proficiency.	Instruction	All	Teachers	Quarter 1	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers will teach students to read complex texts. Teachers will teach students to construct verbal and written arguments in order to cite textual evidence to support their claims. Students will meet quarterly and annual District-wide Benchmark Performance Assessments.	To be prepared for each grade level and to be career and college ready, students need a deep understanding of what they read and its application to a variety of life situations .

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Principal will seek professional development sources and/or use staff to instruct teachers in all content areas on how to deliver instruction, monitor and evaluate text complexity in their classrooms.	Professional Development	All	Principal	Quarter 1	Quarter 1		
K-8 teachers will conduct audit of graphic organizers in classrooms to develop consistency across grade levels	Instructional Materials	All	Grade level chairs	Quarter 1	On-going		
Grades 3-8 teachers will model use of questions to comprehend complex passages to decipher the text's inherent meaning	Instruction	All	Grades 3-8 teachers	Quarter 1	On-going		
Grades 3-8 teachers will instruct students how to read several informational texts on a topic through use of close reading in order to synthesize, evaluate, and create content.	Instruction	All	Grades 3-8 teachers	Quarter 1	On-going		
K-8 teachers will expose students to a variety of texts across genres and fields to acquire content knowledge.	ILT/ Teacher Teams	All	K-8 Teachers	Quarter 1	On-going		
Grades 3-8 teachers will teach students to use textural evidence when writing arguments on a topic.	Instruction	All	Grades 3-8 teachers	Quarter 1	On-going		
Develop and implement project-based assessments that utilize Higher Order Thinking Skills (HOTS).	Instruction	All	K-8 Teachers	Quarter 1	On-going		
Harcourt strategic tool kits and resources (K-5) are integrated in classrooms to assist Tier 2 and 3 students.	Instructional Materials	All	K-5 Teachers	Quarter 1	On-going		



Strategic Priority 2

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
Refine and align school-wide expectations to improve student behavior. Provide positive, proactive school-wide and classroom practices that maximize instructional time and build relationships based on mutual trust.	Staff and administrators are responsible for developing , modeling and reinforcing policies and practices that assist students in being positive, responsible, respectful and self-disciplined learners and members of a school community.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hire personnel to lead initiatives such as PBIS/CHAMPS and Advisory to help address student's social/emotional needs.	Staffing	Not Applicable	Principal	Summer 2012	Quarter 1		
Provide professional development on Restorative Justice - Peace Circles and student Peer Jury to improve student behavior.	Other	All	PBIS Team	On-going	Quarter 1		
Provide staff with training on Peace Circles at grade level meetings.	Instruction	All	Mauricio Pineda	Quarter 1	On-going		
Select PBIS team for 2012-2013.	Other	Not Applicable	Principal	Summer 2012	Quarter 1		
PBIS team will refine school-wide expectations and align with discipline system to improve student behavior.	Other	All	PBIS Team	Summer 2012	Quarter 1		
Collaborate with RtI team to develop reporting instruments to measure student behavior goals.	Other	All	PBIS/RtI Team	Quarter 1	On-going		
PBIS team develops calendar of activities to accomplish goals and celebrate progress.	Other	All	PBIS Team	Summer 2012	Quarter 1		
Introduce and communicate PBIS expectations to staff, students and parents.	Instruction	All	Principal and PBIS Team	Quarter 1	Quarter 1		
Integrate classroom student leaders in Peace Circles and Peer Jury to reduce student conflicts.	Instruction	All	PBIS Team/ Student Council	Quarter 1	On-going		
Provide CHAMPS and PBIS procedures professional development to all staff quarterly during professional development days.	Instruction	All	Principal	Quarter 1	On-going		
Teachers will submit and implement grade level CHAMPS protocols and procedures that are aligned to school-wide expectations.	Instruction	All	Principal and PBIS Team	Quarter 1	On-going		
Collect and analyze behavior data supporting PBIS goals.	Other	All	Principal and PBIS Team	Quarter 1	On-going		



Strategic Priority 3

