Philip Rogers Elementary School

Ravenswood-Ridge Elementary Network

7345 N Washtenaw Ave Chicago, IL 60645

ISBE ID: 150162990252426

School ID: 610147

Oracle ID: 25141

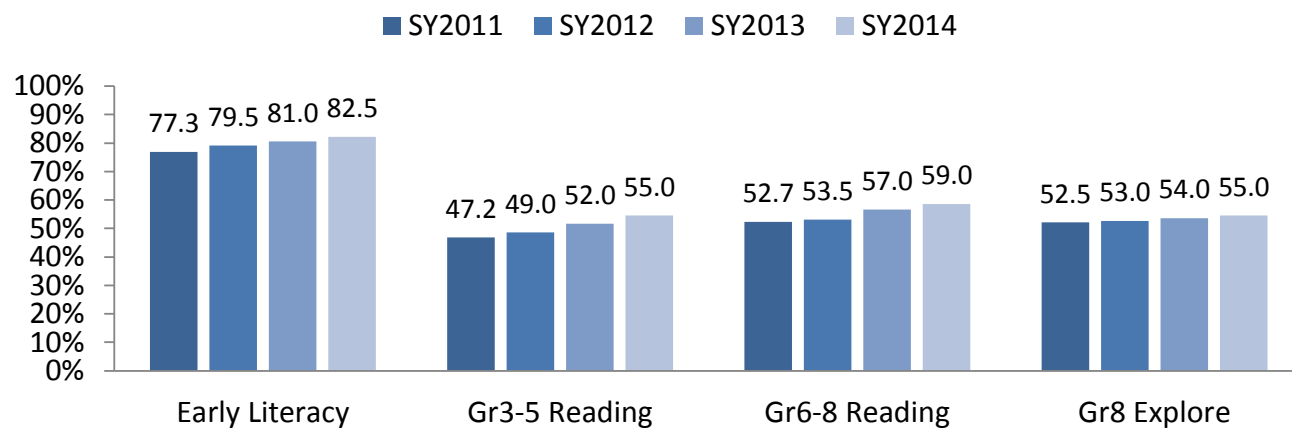CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Within a safe and diverse learning climate focused on Balanced Literacy, Rogers is preparing our students to be global citizens of the twenty-first century. By aligning our curriculum to the Common Core Standards, we will ensure that our students are college and career ready. Rogers will equip all students with the skills necessary to reach their fullest potential.
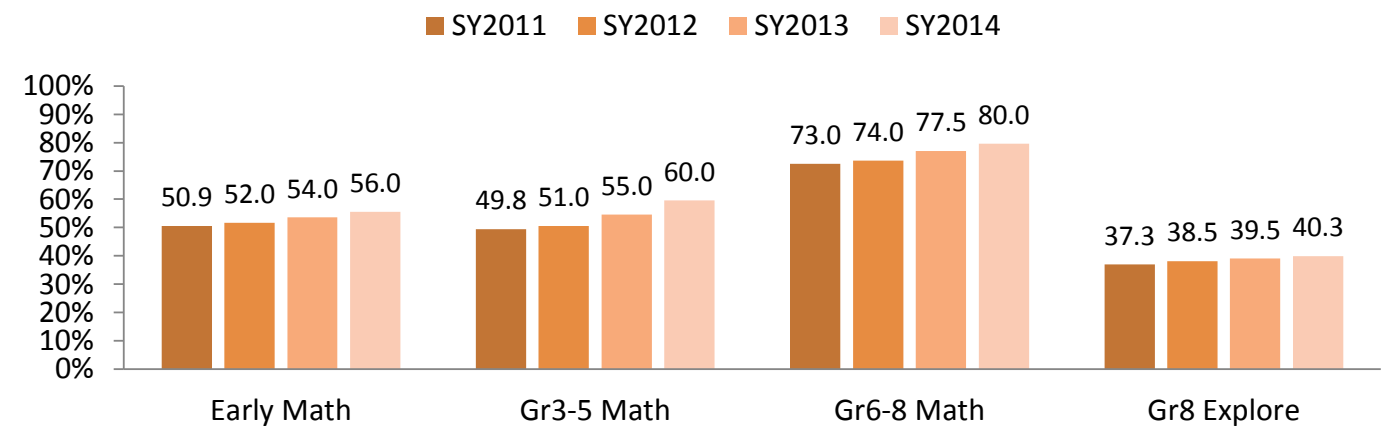
Strategic Priorities

1. In order to prepare our students to be college and career ready, we will align all curriculum to the Common Core standards (per mission statement). Teachers will design and implement curriculum maps aligned to the Common Core Standards. 100% of lesson plans will reflect the usage of the Common Core Standards

2. Students need to apply literacy strategies to all text across the content areas. Students need to remember, undertand, apply, analyze, evaulate and create meaning via real world contexts (realia). Teachers will implement Balanced Literacy strategies across the curriculum with a focus on Informational Text.

3. In order to prepare students with IEPs for high school and beyond, students should be educated in the least restrictive environment (LRE). Inclusion instruction and differentiated learning will be maximized for students that should be receiving instruction in the General Education setting across the content areas.

4. Provide sheltered instruction for ELL students across the curriculum. By the end of Kindergarten, 50% of the ELL subgroup will be meeting benchmarks by EOY. In First grade, 65% of the ELL subgroup will be meeting benchmarks by EOY. In Second grade, 75% of the ELL subgroup will be meeting benchmarks by EOY. Students

5. In order to keep pace with global technology, we will provide technology skill development for teachers, parents, and students. We will provide additional training for teachers on using interactive technology and its applications within the Common Core State Standards. Computer teacher will provide students the necessary

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	77.3	79.5	81.0	82.5
Gr3-5 Reading	47.2	49.0	52.0	55.0
Gr6-8 Reading	52.7	53.5	57.0	59.0
Gr8 Explore	52.5	53.0	54.0	55.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	50.9	52.0	54.0	56.0
Gr3-5 Math	49.8	51.0	55.0	60.0
Gr6-8 Math	73.0	74.0	77.5	80.0
Gr8 Explore	37.3	38.5	39.5	40.3

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:	Philip Rogers 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
Christine Jabbari	Principal
Dana Schwarz	Assistant Principal
Whitney Orlow	Classroom Teacher
Daisy Diniotis	ELL Teacher
Rosie Arosetigui	Classroom Teacher
Corliss Carter	Classroom Teacher
Sarah Malinowski	Classroom Teacher
Kyle VanEenenaam	Special Education Faculty
JoAnn Tres	LSC Member
MaryBeth Klebba	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
Early Literacy % of students at Benchmark on DIBELS, IDEL	77.3	79.5	81.0	82.5	**Early Math** % of students at Benchmark on mClass	50.9	52.0	54.0	56.0

3rd - 5th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	47.2	49.0	52.0	55.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	49.8	51.0	55.0	60.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.9	63.0	66.5	70.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	61.9	63.0	66.5	70.0

6th - 8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	52.7	53.5	57.0	59.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	73.0	74.0	77.5	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.6	55.0	58.5	63.5	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	75.1	76.0	78.5	83.0

8th Grade

	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Explore - Reading % of students at college readiness benchmark	52.5	53.0	54.0	55.0	**Explore - Math** % of students at college readiness benchmark	37.3	38.5	39.5	40.3

Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.4	96.6	96.8	97.0	**Misconducts** Rate of Misconducts (any) per 100	3.0	3.0	3.0	3.0

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	79.6	81.0	83.0	85.0	**ISAT - Reading** % of students exceeding state standards	28.3	29.5	31.0	32.0
ISAT - Mathematics % of students meeting or exceeding state standards	88.2	90.0	91.0	92.0	**ISAT - Mathematics** % of students exceeding state standards	34.3	34.8	35.2	36.3
ISAT - Science % of students meeting or exceeding state standards	82.6	83.0	84.0	85.0	**ISAT - Science** % of students exceeding state standards	19.4	20.4	21.4	22.4

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	**Goals and theory of action**	-->		**3**
	• 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.	• 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.	Rogers analyzes and reflects on student assessments/output (Dibels, mClass, Scantron, ISAT, ACCESS, and teacher created) and teacher instruction in order to target student growth in all subgroups using best practices. Teachers meet regularly in their grade level teams, but also in curriculum committees so that data, instructional practices, and standards can be discussed school wide across all grade levels. Rogers is providing its teachers with professional development to deepen teachers' understanding of the Common Core Standards. Teachers work collaboratively developing units and assessment rubrics that align with the Common Core Standards.	
	Principal Leadership	-->		**4**
	• 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.	• 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.	Professional development opportunities have been put in place by the Principal. This provides teachers an opportunity to build their knowledge base with a focus on the Common Core Standards. Leadership is disseminated to teachers that are willing to share their expertise in relevant subject areas. Teacher leaders provide work sessions for collaboration and skill development within professional learning communities. Principal shares vision with teachers at the beginning of school year defining our school's "Problem of Practice". Principal then leads weekly grade level meetings where the principal and teachers collaborate on ways to improve instruction in terms of the "Problem of Practice". Teachers at each grade level brainstorm ways to maximize student success. During teacher's post-observation meetings, principal refers back to vision and the "Problem of Practice". Improvement strategies are brainstormed and agreed upon prior to ending the conference.	

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**4**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	Teacher leadership is supported at Rogers School. All teachers are encouraged to provide professional development to their colleagues in the areas in which they have expertise. The Instructional Leadership Team meetings are open to all staff members in order to hear all ideas. The ILT is made up of representation of all grades and departments. The ILT collaborates on identifying areas for improvement and other school needs. All teachers serve on a committee within the school. Teachers meet weekly in grade level teams to identify ways to improve instruction in terms of the "Problem of Practice" and individual students' needs. Each grade level has a representative on the RtI team which allows for leadership within the grade level so that each member of the team has a responsibility to that grade level, and in turn, the school. Each grade level has a chairperson that is responsible for documenting any meetings formal or otherwise. +Teacher_Leadership	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• 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.	• 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	In order to make sure all voices and ideas are considered and heard, Rogers' Instructional Leadership Team meetings are open to all members of the Rogers' community. School staff share responsibility and participate in decision making that advances the schools vision. Serving on the Instructional Leadership Team are representatives from all grade levels and departments (such as ESL and Special Education). In the beginning of the year, the ILT collaborates to establish instructional goals for a successful school year. The ILT sets high expectations for learning and fostering an environment where the staff is able take risks. The ILT holds the staff accountable for developing a plan for leadership succession. The ILT meets bi-weekly to address progress and strengthen school programs.	
Monitoring and adjusting	-->		**4**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	In order to ensure accountability, Rogers Elementary School holds weekly grade-level meetings to discuss problems of practice. Data analysis is effective in improving student achievement, giving us a snapshot of students' ability to demonstrate comprehension. Continuous data analysis of formative and summative assessment results. Universal screeners will be analyzed three times a year.	

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	Typical School	Effective School	Evidence	Evaluation
	Curriculum	-->		**2**
DIMENSION 2: Core Instruction	• 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.	• 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.	Curriculum mapping serves as the school's blue print. Curriculum maps are currently being created to align curriculum to the Common Core Standards, in order for students to be college and career-ready. Teacher teams are working on the instructional plan for developing units for the 2012-2013 school year. Unit plans include short texts, extended texts, essential concepts, essential questions and evidence that higher level thinking skills will be used in instruction. Balanced literacy strategies are utilized in all areas of instruction. There will be continuity throughout the school in questioning techniques and reading strategies by having monthly themes. These themes such as compare/contrast and making predictions will be addressed in all subjects including specials.	
	Instructional materials	-->		**2**
	• 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.	• 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).	Each classroom was provided $500 to purchase classroom library books to better serve our students using Balanced Literacy strategies. However, the Common Core Standards call for more informational texts to be used across the content areas. Therefore, more informational texts will be purchased to satisfy the needs of our students and the Common Core Standards. A book room is being put in place.	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**4**
• 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.	• 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.	All assessment data is available to all who need it immediately after each assessment. Training on data acquisition through the various CPS websites has been provided to teachers. Additionally, all assessment data is organized in a data binder by the Instructional Leadership Team. Each teacher is responsible for printing his/her classroom's data and storing it in his/her classroom data binder. Teachers are held accountable for accessing this information. Each grade level uses the assessment data to monitor student learning and placing students into different tiers for instruction. Students are progressed monitored and moved in and out of tiers as appropriate. Assessments are aligned to the Common Core Standards. Accomodations appropriate to students ELL status or students with IEPs are made.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• 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.	• 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.	Analysis of Universal Screening Data (DIBELS/Mclass Math in primary, Scantron/ACCESS/ISAT in intermediate and upper), teachers group students according to Tiers for targeted learning time (Intervention Block). This allows for students' needs to be best served using research-based intervention strategies in Reading/Math. In order to promote higher level thinking skills, all grade levels are creating unit plans using backwards design. These unit plans scaffolds instruction to meet the needs of all students. The classroom unit plans are developed around an essential question(s) that may have different and various responses feeding classroom discussion and instruction allowing for all students to take part at his/her level. Teacher lesson plans clearly communicate standards addressed. Teachers post the Common Core Standards clearly to be sure that students understand the concepts being facilitated. Teachers begin the school year with discussions related to the purpose of learning	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**4**
• 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.	• 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.	A RtI Committee was established in the Fall of 2011. The Committee's goal was to set forth a school-wide understanding of the process of RtI. The committee published the instructions to be used by all staff members. A "train the trainer" model was followed as a member of each grade level team and department (such as SpEd and ESL) was taught how to go through identifying each tier of students and researching strategies to intervene with students. The grade level representative went back to train his/her colleagues on the protocol. The process involves using universal screeners such as Scantron/Mclass Math/DIBELS to place students into Tier 1 (General Classroom Instructions using Best Practives), Tier 2 (Small group interventions) and Tier 3 (Intensive one on one interventions). Students are progressed monitored during the 4-6 week intervention period and moved	
Whole staff professional development	-->		**4**
• 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.	• 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.	Rogers School promotes professional development for all staff members. During the 2011-2012 school year, Rogers has hosted many professional development series for its teachers. The first series of Professional Development was focused on Balanced Literacy targeting all grade levels and departments. Teachers with expertise in the area of Balanced Literacy presented on various topics on a bi-weekly basis. Rounds were conducted by teachers and administration to see the implementation of skills developed. Another series we are currently working on is a weekly professional development session where teachers are learning more about creating curriculum maps and unit plans that are aligned to the	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	**Grade-level and/or course teams**	--->		**3**
	• 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.	• 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.	Teachers meet weekly with administration to discussion lesson planning, the POP, data and students' needs. Teachers use data to plan weekly instruction and long-tern unit planning. Teachers at each grade level are currently collaborating to create unit plans to drive instruction on a weekly basis. Teachers and RtI core team members meet before and after individual student's intervention periods to discuss progress monitoring and effective research based interventions to support students in tiers 2 and 3. Analzing universal screeners and mandated assessments (DIBELS, MClass math, Scantron, ACCESS, ISAT) allows teachers to incorporate all students' needs when planning instruction. Departmentalized teams in grades 5 - 8 collaborate with specialized teachers to identify the best ways to ensure all students' success.	
	Instructional coaching	--->		**3**
	• 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.	• 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.	New teachers are partnered with seasoned staff in their grade cluster to ensure the new teacher's transition to Rogers School. The seasoned teacher provides coaching through peer observation and discussion. Opportunities for the new teachers to observe other teachers are supported by administration. All teachers are welcome at the Rogers Professional Learning Community meetings. At these meetings, teachers are invited to voice concerns or ask questions about dealing with students' needs, discipline or any other need. At Rogers we have many expert teachers in Writing, Reading, and Math. All teachers are given opportunities to observe their peers in action. The administration provides coverage to teachers to observe.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	Every last Friday of the month is college gear day. Teachers and students are encouraged to wear their favorite college or university sweatshirt. This allows for a dialogue about colleges and what it means to go to college. Beginning in Kindergarten, students are presented with various jobs in the community. Students are invited to dress up in the job of their choice. Parents are invited to speak about their jobs and how that job impacts the community. In this way, children are interested and a seed is planted inside to spark excitement for future careers. In fourth grade, a speaker was brought in to discuss jobs in	
	Relationships	-->		**3**
	• 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.	• 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.	Rogers school begins the school year with a Taste of Rogers sponsored by the PTA. This event hopes to foster cultural understanding by celebrating diversity in cuisine. At Rogers School, we have more than 40 languages spoken. All students are permitted to complete assignments in their native languages when needed. Our teachers consist of an array of different cultures and languages allowing translation when necessary. All teachers and administrators serve as advocates for all students. Teachers and administration are available before and after school to help students with anything he/she might need. All students with IEPs take part in general education and special	
	Behavior& Safety	-->		**4**
	• 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.	• 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.	The universal discipline code for CPS is followed. Teachers display strong classroom management techniques focusing of routine. In extreme cases, the administration is asked to deal with student behavior. The school's highest priority is to keep students safe. Maintaining a safe environemnt allows for students to learn better.	

2012-2014 Continuous Improvement Work Plan

Philip Rogers Elementary 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 5: Family and Community Engagement	***Expectations***	--->		**4**
	• 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.	• 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.	At the beginning of each school year, every child is given a grade level welcome letter written by the team discussing the necessary supplies for each subject area as well as the curriculum and expectations for the different content areas. The letter describes what students will be learning over the course of the year. Before the school year begins, there is an ice-cream social for all incoming Kindergartners and their parents. This allows the students to meet their teachers and classmates. An open house is scheduled early in September in order for parents to meet all their children's teachers. On this day, teachers meet with parents to discuss the grade level curriculum, grading system, and available resources that can be used at home. In addition to the teachers communicating with parents regarding the curriculum, the principal meets with parents	
	Ongoing communication	--->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	Rogers School has an open door policy when it comes to communication between families and school staff. Parents are invited to visit their child's classrooms if needed. Teachers post relevent information on his/her respective home page on our school's website. Parents may contact teachers through the website via email or by calling the school directly. Teachers are available to meet with parents before and after	
	Bonding	--->		**4**
	• 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.	• 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.	With events such as Open House, Family Reading Night, Taste of Reading among others, Rogers has established itself as a school that is welcoming to all its community members. The principal is seen outside the building during the morning arrival of students and the afternoon dismissal. She is willing to speak with any parent regarding any circumstance to do with his/her child.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The Case Manager's office handles all concerns that teachers and parents may have concerning a child's education at Rogers. When necessary, the social worker visits students home to identify individual students needs. The Case Manager's office provides information on outside agencies that can support the development of the child.	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• 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.	Every last Friday of the month is college gear day. Teachers and students are encouraged to wear their favorite college or university sweatshirt. This allows for a dialogue about colleges and what it means to go to college. Beginning in Kindergarten, students are presented with various jobs	
Academic Planning	-->		**2**
• 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.	• 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.	We have an After School All Stars enrichment group focusing on college readiness. In this program, students learn skills necessary to be ready for college focusing on service learning. Starting at the Kindergarten level, a focus on college and career planning is presented. Students are invited to explore paths of interest throughout their years at Rogers. The students take the Explore test to determine where their strengths and weaknesses lie.	
Enrichment & Extracurricular Engagement	-->		**4**
• 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.	• 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.	The school hosts a variety of enrichment activities for all students in grades k-8. Thirty percent of students involved in these activities are from the EWI list. Some of the programs included are Theater, Chess club, Kindergarten Science Club, Jolly Phonics ESL Club,	

(Left vertical label: 6: College and Career Readiness Supports)

Date Stamp November 22, 2012

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	*College & Career Assessments*	--->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students take the Explore test. Rogers is preparing students for the PARCC test.	
	College & Career Admissions and Affordability	--->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not applicable	
	Transitions	--->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Kindergarten registration takes place in the Spring prior to the school year. A Kindergarten Ice Cream Social takes place in August so that students and famillies can meet teachers and students. Students loop from grades two to three with the same teacher to ensure success at the third grade level. The Case Manager facilitates the high school application process for all 8th graders. She invites local high schools to register students on-site and prepares the paperwork necessary for students to apply through the Options program. The process is streamlined for the	

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***	--->		**3**
	• 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.	• 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.	Rogers spends discretionary money in accordance to the needs and priorities of the school. For instance, each classroom was given $500 to use to build up classroom libraries in conjunction with utilizing Balanced Literacy strategies. Rogers has a Friends Of Rogers organization that aims to raise money for the school by producing a silent auction and various restaurant nights to raise money for the school. A community partnership has been created between Donna's Good Things, Performing Arts, Limited, and Rogers school to provide dance lessons to all students at Rogers.	
	Building a Team	--->		**4**
	• 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.	• 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.	Based on data analysis, Rogers has determined that the Kindergarten team needs a Spanish-speaking teacher to provide the necessary support to our increasing bilingual population. A team has been assembled to acquire resumes, determine potential candidates, and when applicable, conduct interviews. Potential canidates must go through a multi-step process demonstrating high understanding of content and strategies used to create college and career ready students. Candidates must be open to further education and demonstrate a "team player" attitude. Colloboration is essential to the success of the students.	
	Use of Time	--->		**4**
	• 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.	• 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.	Rogers has designed the school schedule to fit the needs of all learners. An established intervention block has been created every morning for thirty minutes. Students will be grouped according to level and given instruction to improve mastery of skills. All grade level teams have the same preparation period allowing for collaboration.	

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

Within a safe and diverse learning climate focused on Balanced Literacy, Rogers is preparing our students to be global citizens of the twenty-first century. By aligning our curriculum to the Common Core Standards, we will ensure that our students are college and career ready. Rogers will equip all students with the skills necessary to reach their fullest potential.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	In order to prepare our students to be college and career ready, we will align all curriculum to the Common Core standards (per mission statement). Teachers will design and implement curriculum maps aligned to the Common Core Standards. 100% of lesson plans will reflect the usage of the Common Core Standards demonstrating that these college and career ready goals are driving instruction.	Rogers School has the responsibility for helping students develop advanced literacy, reasoning, and analysis skills. Teachers will provide instructional strategies and practices that will create life-long learners and productive citizens.
2	Students need to apply literacy strategies to all text across the content areas. Students need to remember, undertand, apply, analyze, evaulate and create meaning via real world contexts (realia). Teachers will implement Balanced Literacy strategies across the curriculum with a focus on Informational Text.	After analyzing the data from Dibels in the early grades to the ISAT scores in the middle grades, a discrepency was identified. By adopting Common Core Standards, we hope to bridge the gap between "learning to read" and "reading to learn" by creating continuity across content areas in all grade levels.
3	In order to prepare students with IEPs for high school and beyond, students should be educated in the least restrictive environment (LRE). Inclusion instruction and differentiated learning will be maximized for students that should be receiving instruction in the General Education setting across the content areas.	Rogers School has the responsibility to educate all students according to the LRE mandate. Teachers need to create a partnership with the special education teacher to serve students effectively according to their IEPs.
4	Provide sheltered instruction for ELL students across the curriculum. By the end of Kindergarten, 50% of the ELL subgroup will be meeting benchmarks by EOY. In First grade, 65% of the ELL subgroup will be meeting benchmarks by EOY. In Second grade, 75% of the ELL subgroup will be meeting benchmarks by EOY. Students with IEPs will be meeting goals stated in their Individualized Education Plan.	After analyzing ISAT, DIBELS, Scantron, and ACCESS data, the ELL subgroup scores lower than the general population. Teachers need to be held accountable for implementing sheltered instruction to make content comprehensible for English Language Learners. In order to better serve our ELL student population, teachers need to be equipped with the best practices of educating bilingual students. Teachers will shelter instruction according to the SIOP model.

5	In order to keep pace with global technology, we will provide technology skill development for teachers, parents, and students. We will provide additional training for teachers on using interactive technology and its applications within the Common Core State Standards. Computer teacher will provide students the necessary skills (typing, power point, Microsoft word, excel, etc.). Educate parents on how they can use technology in a safe and supportive manner for the education of their children.	In order to be college and career ready, students must know how to use current technological devices and applications. In order to be successful in high school and beyond, students must be proficient in basic computer word processing skills.

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
In order to prepare our students to be college and career ready, we will align all curriculum to the Common Core standards (per mission statement). Teachers will design and implement curriculum maps aligned to the Common Core Standards. 100% of lesson plans will reflect the usage of the Common Core Standards demonstrating that these college and career ready goals are driving instruction.	Rogers School has the responsibility for helping students develop advanced literacy, reasoning, and analysis skills. Teachers will provide instructional strategies and practices that will create life-long learners and productive citizens.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Classroom teachers are attending professional development (CPS provided) in order to better understand the Common Core Standards and their implementation.	Instruction	All	Teachers and Administration	On-going	On-going		
Weekly PLC meetings to create curriculum maps for implementation in the 2012-2013 school year using the "Backward Design" model. After the curriculum maps have been created, unit plans will be developed.	Instruction	All	Teachers and Administration	On-going	On-going		
Weekly grade level meetings focused on the unpacked Common Core Standards to impact, working on unit plans, and peer observation.	Instruction	All	Teachers and Administration	On-going	On-going		
In each classroom, conduct an audit of existing texts aligned to Common Core State Standards and invest supplemental nonfiction texts.	Instruction	All	Teachers and Administration	On-going	On-going		
Create a school bookroom focused on informational text for teachers to check out classroom sets.	Instruction	All	Teachers and Administration	On-going	On-going		
Administration will conduct informal observations to get a snapshot of how the Common Core Standards are being implemented in classrooms.	Instruction	All	Administration	On-going	On-going		
Lesson plans will include rigourous content and application of knowledge through higher order thinking skills.	Instruction	All	Teachers and Administration	On-going	On-going		
Lesson plans will be monitored bi-weekly by the administration to ensure that they are aligned to Common Core Standards.	Instruction	All	Administration	On-going	On-going		

Strategic Priority 1

There will be both formative and summative assessments (teacher created) aligned to the Common Core Standards that address the diverse needs of all students.	Instruction	All	Teachers and Administration	On-going	On-going		
Purchase informational text in order to support Common Core goals.	Instructional Materials	All	Administration	On-going	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
Students need to apply literacy strategies to all text across the content areas. Students need to remember, understand, apply, analyze, evaulate and create meaning via real world contexts (realia). Teachers will implement Balanced Literacy strategies across the curriculum with a focus on Informational Text.	After analyzing the data from Dibels in the early grades to the ISAT scores in the middle grades, a discrepency was identified. By adopting Common Core Standards, we hope to bridge the gap between "learning to read" and "reading to learn" by creating continuity across content areas in all grade levels.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continued professional development on Balanced Literacy and how it relates to the Common Core Standards. (Professional Development has been videotaped for additional information.)	Instruction	All	Teachers and Administration	On-going	On-going		
Peer observations to share best practices and reflect on teaching.	Instruction	All	Teachers and Administration	On-going	On-going		
Create a bookroom focused on informational texts that can be checked out to classroom teachers.	Instruction	All	Teachers and Administration	On-going	On-going		
In each classroom, conduct an audit of existing texts aligned to Common Core Statands and invest in supplemental nonfiction texts.	Instruction	All	Teachers and Administration	On-going	On-going		
Release of the basal (core reading series) in all classrooms.	Instruction	All	Administration	On-going	On-going		
Evidence of higher order thinking skills and questioning techniques should be demonstrated in all classrooms.	Instruction	All	Teachers and Administration	On-going	On-going		
Using the "Gradual Release of Responsibility of Model", classroom instruction will move from teacher-centered to student-centered going from demonstration to application.	Instruction	All	Teachers	On-going	On-going		

Strategic Priority 2

CIWP

2012-2014 Continuous Improvement Work Plan

CHICAGO PUBLIC SCHOOLS | CPS

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
In order to prepare students with IEPs for high school and beyond, students should be educated in the least restrictive environment (LRE). Inclusion instruction and differentiated learning will be maximized for students that should be receiving instruction in the General Education setting across the content areas.	Rogers School has the responsibility to educate all students according to the LRE mandate. Teachers need to create a partnership with the special education teacher to serve students effectively according to their IEPs.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Be more creative in scheduling.	Instruction	Students With Disabilities	Administration	Quarter 1	On-going		
More collaboration and dialogue between Special Education teachers and General Education teachers during weekly grade level meetings.	ILT/ Teacher Teams	Students With Disabilities	Teachers and Administration	Quarter 1	On-going		
At the beginning of each school year, Special Education teachers will meet with General Education teachers to discuss students with IEPs and their goals and accomodations, specifically Section 11 and 12.	ILT/ Teacher Teams	Students With Disabilities	Teachers and Administration	Quarter 1	On-going		
New IEPs will be written in alignment to Common Core Standards. (Goals written in accordance with CCS.)	ILT/ Teacher Teams	Students With Disabilities	Teachers	Quarter 1	On-going		
Use data from universal screeners (BOY, MOY, and EOY) to guide inclusion instruction.	Instruction	Students With Disabilities	Teachers	Quarter 1	On-going		
Provide professional development on the various models on inclusion instruction in order to maximize collaboration and teaching efficiency in the general education classroom especially when more than one teacher is in the classroom.	Instruction	Students With Disabilities	Administration and Teachers	Quarter 1	On-going		

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
Provide sheltered instruction for ELL students across the curriculum. By the end of Kindergarten, 50% of the ELL subgroup will be meeting benchmarks by EOY. In First grade, 65% of the ELL subgroup will be meeting benchmarks by EOY. In Second grade, 75% of the ELL subgroup will be meeting benchmarks by EOY. Students with IEPs will be meeting goals stated in their Individualized Education Plan.	After analyzing ISAT, DIBELS, Scantron, and ACCESS data, the ELL subgroup scores lower than the general population. Teachers need to be held accountable for implementing sheltered instruction to make content comprehensible for English Language Learners. In order to better serve our ELL student population, teachers need to be equipped with the best practices of educating bilingual students. Teachers will shelter instruction

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hire a Bilingual/ESL primary teacher to engage students in culturally responsive teaching so that the instruction is sensitive to and builds on culturally different ways of learning, behaving and using language.	Instruction	English Language Learners	Administration	Summer 2012	Summer 2012		
Use BOY screener to differentiate instruction.	Instruction	English Language Learners	Primary Team and Bilingual Team	Quarter 1	On-going		
Targeted students will be pulled out for instruction in their native language/ESL services for the Reading Block based on Program Year, grades, and previous year's ACCESS scores (eligibility).	Instruction	English Language Learners	Bilingual Team	Quarter 1	On-going		
ESL Teachers will also provide inclusion services across the curriculum based on eligibility.	Instruction	English Language Learners	Bilingual Team	Quarter 1	On-going		
Create a kindergarten curriculum that embraces culturally diverse backgrounds providing a solid foundation using sheltered instruction for English Language Learners. This will provide a solid foundation for academic success.	Instruction	All	Administration and Teachers	Summer 2012	On-going		
During Targeted Learning Time (Intervention Block), students will be grouped in appropriate tiers.	Instruction	English Language Learners	Teachers	Quarter 1	On-going		
Purchase materials to support ESL curriculum.	Instructional Materials	English Language Learners	Administration				
Host the Taste of Rogers in order to infuse social/cultural awareness.	Parental Involvement	All	PTA and Administration	Quarter 1	Quarter 1		

Strategic Priority 4

In order to create partnerships with our community, Rogers will host monthly BAC (Bilingual Advisory Committee) Meetings. This will serve as a resource for parents to access school information, learning strategies and advice in a bilingual setting.	Parental Involvement	All	BAC/PAC Team and Administration	Summer 2012	On-going		
Host a cohort for teachers on campus to become ESL endorsed in order to move students to higher levels of understanding through tailored support.	Instruction	All	Administration and Teachers	Quarter 1	Year 2		
Monthly workshops for all teachers will be provided to address the needs of the ELL subgroup of students.	Instruction	All	Adminstration and Bilingual Team	Quarter 1	On-going		

Strategic Priority 5

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

Strategic Priority Description	Rationale
In order to keep pace with global technology, we will provide technology skill development for teachers, parents, and students. We will provide additional training for teachers on using interactive technology and its applications within the Common Core State Standards. Computer teacher will provide students the necessary skills (typing, power point, Microsoft word, excel, etc.). Educate parents on how they can use technology in a safe and supportive	In order to be college and career ready, students must know how to use current technological devices and applications. In order to be successful in high school and beyond, students must be proficient in basic computer word processing skills.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Survey teachers regarding their needs for technology training for themselves, students, and parents. Specifically, ask each team during grade level meetings to list possible topics that would improve their instruction strategies/practices and student's technology skills.	Professional Development	All	Administration and ILT	Summer 2012	Quarter 1		
ILT will sort and prioritize the possible training topics proposed by teachers. In addtion, the team will explore various technology training/workshops (Provided by CPS, Vendors, and Experienced Teachers).	Professional Development	All	ILT	Summer 2012	On-going		
Set training in place according to the needs of the teachers. In addtion, begin notifying teachers of the different training oppurtunities and dates.	Professional Development	All	ILT	Summer 2012	On-going		
Update software in mobile laptop carts (microsoft office 2010) and develop a systematic check out procedure for classrooms to request and utilize laptops throughout the year.	Equipment/ Technology	All	Tech Coordinator	Summer 2012	Quarter 1		
The purchase and installation Interactive Whiteboards/ devices for additional classrooms.	Equipment/ Technology	All	Administration	Summer 2012	On-going		
Computer teacher will provide instruction in basic computer technology. Primary students will be taught basic typing skills, and intermediate and upper grades will be taught how to use technology to support instruction across the content areas.	Instruction	All	Computer Teacher	Quarter 1	On-going		
Streamline the wireless network system throughout the school to allow for easier internet access and streaming of Safari Montage.	Equipment/ Technology	All	Tech Coordinator	Summer 2012	On-going		

Strategic Priority 5

Conduct parent training workshops to educate parents on Internet Safety, Parent Portal, and online educational resources to tutor students in reading and math.	Parental Involvement	Not Applicable	BAC/PAC	Quarter 1	On-going		
Educate students on Internet safety (Social Media, Twitter, Bullying on the Internet)	Instruction	All	Computer Teacher	Quarter 1	On-going		