



2012-2014 Continuous Improvement Work Plan

Sidney Sawyer Elementary School

Midway Elementary Network

5248 S Sawyer Ave Chicago, IL 60632

ISBE ID: 150162990252435

School ID: 610157

Oracle ID: 25231



Mission Statement

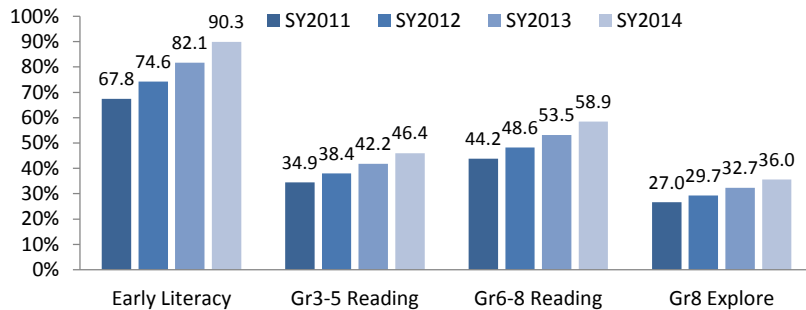
Sidney Sawyer Elementary School is dedicated to setting high expectations for all students and to increasing academic achievement. To prepare students for college and career-readiness, including secondary and post-secondary studies, Sawyer School utilizes differentiated and data-driven instruction, emphasizes higher-order thinking skills, sets and monitors goals, and promotes technological proficiency. At Sawyer School we create a culture that fosters academic and social development, infused with creativity, collaboration, and a multitude of extra-curricular opportunities. Our highly-qualified professional learning community models and cultivates life-long learning, in order to create well-rounded, diverse citizens of the twenty-first century.

Strategic Priorities

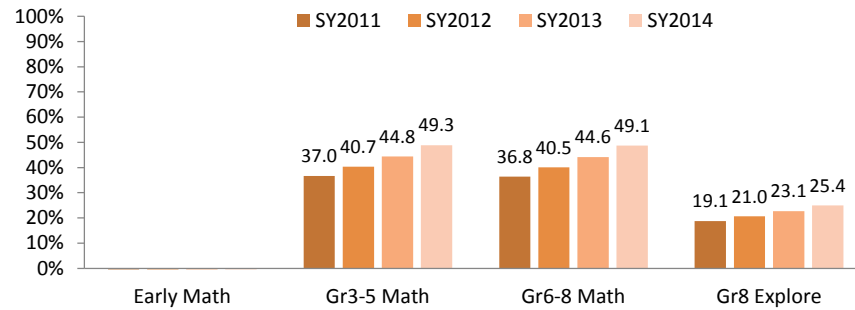
1. Differentiated & Data-Driven Instruction
2. English Language Learners
3. Family & Community Involvement
4. Multi-Tiered Intervention Programs
5. Learners with Special Needs

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:	Sidney Sawyer 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
Nelly Robles	Principal
Laura Pacheco	Assistant Principal
Rosaly Tam	Assessment/Data Faculty
Barbara Hernandez	Classroom Teacher
Donna Macke-Richkus	Counselor/Case Manager
Gerard A. Gliege	Other
Teresa Alfaro	Special Education Faculty
Monica Zaragoza	LSC Member
Margarita Avalos	Parent/ Guardian
Carmen Vazquez	ELL Teacher
Gabriella Gutierrez	Community Member
Maria C. Torres	Lead/ Resource 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	67.8	74.6	82.1	90.3					
					Early Math % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.9	38.4	42.2	46.4					
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.5	64.4	70.8	77.9					
					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	37.0	40.7	44.8	49.3
					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	65.8	72.4	79.6	87.6
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	44.2	48.6	53.5	58.9					
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.1	59.5	65.5	72.1					
					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	36.8	40.5	44.6	49.1
					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.5	63.3	69.6	76.6
8th Grade									
Explore - Reading % of students at college readiness benchmark	27.0	29.7	32.7	36.0					
					Explore - Math % of students at college readiness benchmark	19.1	21.0	23.1	25.4



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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	96.8	97.8	98.8	99.8					
Misconducts Rate of Misconducts (any) per 100	7.4	6.7	6.0	5.4					

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	69.2	76.1	83.7	92.1		ISAT - Reading % of students exceeding state standards	12.7	14.0	15.4	17.0
ISAT - Mathematics % of students meeting or exceeding state standards	81.6	84.0	86.5	90.0		ISAT - Mathematics % of students exceeding state standards	18.7	20.6	22.7	25.7
ISAT - Science % of students meeting or exceeding state standards	69.2	76.1	83.7	92.1		ISAT - Science % of students exceeding state standards	9.7	10.7	11.8	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. 	<p>Through the use of MAP data, and vertical articulation, Sawyer School has established clear and measurable goals for achievement, and put action plans into place to address these priorities. Staff meetings and PD sessions focus on school-wide data, goal-setting and action planning. Grade levels then conduct monthly Data Dialogue meetings to analyze classroom and individual student data. Teachers use this information to group students, and differentiate instruction based on individual needs. Teachers also conduct Goal-Setting conferences with students, so that students understand where they are, where they want to be, and how to get there. After each MAP session, the staff meets as a whole, and in teams, to discuss progress, and to make changes to groupings and programming in order to maximize achievement.</p>			
		Principal Leadership ----->				3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>To create a professional learning system and clearly articulate vision, the Principal focuses upon district-wide goals, examines trends across classrooms and surveys teachers about interests and needs. The Principal works with the ILT to create systematized opportunities to support the school and district vision, while addressing school trends and needs. The Principal makes it possible for the staff to build content knowledge by participating in both local and nationwide training opportunities, and places teachers in leadership roles in all aspects of school improvement. The Principal consistently clarifies a vision for instructional best practice with the entire school community at meetings, and in writing, throughout the year. Conferences are held to discuss data, and to determine individual goals. Instruction is closely monitored to ensure that discussions are affecting instruction. The Principal holds meetings with students to help them understand goals and how to reach them, while providing incentive programs to motivate students to achieve. Workshops are also offered for parents in order to inform them about school performance and learning goals. The Principal has also welcomed parents to both visit and volunteer in classrooms and has experienced remarkable success in this endeavor.</p>			

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Each teacher is invested in the success of Sawyer School through leadership in one or more of the specified areas. 24 teachers serve as members of the ILT, and all teachers are invited to these meetings to promote equity of voice. There are 9 Grade Level Chairpersons, and 12 members of the RTI team, who work together to serve the school. Sawyer has multiple committees, with a total of 56 members. 12 teachers serve as mentors to other staff, and 21 teachers have welcomed student teachers and observers into their classrooms. All teachers have become part of the Curriculum Team as we develop units aligned with the CCSS. There are 5 family liaisons, who work with the ILT, LSC, BAC, and PAC to involve families in all aspects of school development. Our Data Team has 4 members, who conduct assessments and assist in data analysis to drive instructional change. Our Bilingual Lead Teacher has assisted ELL populations in making AYP, and the nine members of the CWIP Team have been instrumental in articulating our vision and goals.</p> <p>There are 2 active Union Representatives, and 4 teachers on the PPC. Grant writing is a school-wide initiative, as evidenced by the 26 staff members who have written and received grants this year. Numerous teachers attend off-campus professional development courses, and have shared their newly found knowledge with the staff during staff development sessions. 24 teachers have also taken part in visits to other schools, and brought back valuable information to share with their colleagues.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The Sawyer School ILT is comprised of members that represent every Grade Level, Resource, SPED and ELL professionals, the IEP team, the LSC, parents and school administration. By working together and combining their expertise, the ILT leads the work of school improvement in many ways. Members of the ILT work with the Principal and teacher teams in order to do needs-assessment, develop PD, and provide opportunities for teacher growth. Through meetings with grade levels and key stakeholders, they bring others' ideas and perspectives to the table, and disseminate information, thus engaging all staff in the decision-making process. They also serve as a sounding board when there are teacher concerns, and as a reinforcement agent of the school vision for improvement.</p> <p>The ILT is also instrumental in highlighting individual teacher accomplishments and involvement. Recognizing and honoring what is working has been instrumental in creating the "buy-in" that is needed in order to improve teaching and learning school wide. Members of the ILT reflect upon processes and make constructive suggestions to improve functioning, which are often voted upon, and then implemented during future meetings. The ILT also analyzes school-wide data, and uses it as a springboard to discuss the effectiveness of plan implementation.</p>	
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. 	<p>Sawyer School has a systematic approach to analyzing data, which begins with the Data Team and administration. Once data has been compiled, it is shared with the entire staff. The staff then breaks into grade level teams to analyze trends and collaborate at Data Dialogue Meetings. Classroom teachers use these discussions as a starting point to examine classroom trends, and look more specifically at individual students. The use of Descartes and additional student-specific data from NWEA is then used to differentiate lessons to meet student needs. Teams continue to meet regularly to discuss progress, and to make adjustments at needed.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Through on-going vertical articulation, each grade level has mapped out what CCSS standards teachers should teach. The next step is making sure there is a year-long scope and sequence. Each grade level will be using common units, and will be aligning them to the standards. Teams have an on-going re-evaluation of texts used for instruction to make sure that they contain grade level-appropriate complexity. Teachers will significantly increase the use of informational text. IN order to ensure that they are being utilized at the CCSS-recommended levels in each grade band. Short term plans for students with disabilities and ELLs involve providing the materials they will need, including project-based supplies, and making scheduling arrangements that allow for more intervention and individualized support. Long term plans for these students involve using technology to scaffold instruction, and providing modifications to ensure student success. In addition, long term planning involves focused and on-going teacher development, in terms of research-based best practice and classroom methodology.</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Teachers are re-evaluating instructional materials to make sure that they are grade level appropriate, and aligned with standards. This is a work in progress. We have many instructional materials that are supportive of students with disabilities , varying language proficiency levels, native language needs, and students in need of bilingual support. Currently, we are in the process of leveling texts by Lexile to ensure that materials are both grade level-appropriate and responsive to student needs. We are also conducting vertical articulation meetings, so teachers can share materials from each grade band to meet varying needs.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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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. 	<p>The Data Team compiles MAP assessment results immediately after each classroom completes each test, and this information is immediately disseminated to the staff. In addition, all teachers have access to this information on the NWEA site. Each grade level uses various comprehensive assessments, which include MAP, benchmark tests, ACCESS, CCSS, EXPLORE, and formative and summative assessments more unified at each grade level. Assessment methods vary, and student work, extended response, performance task and project-based learning are widely used, however, we continue to make improvements in terms of aligning these assessments with the standards. Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to demonstrate their knowledge and skills, however, these may also need a greater level of alignment with standards in order to ensure appropriate levels of rigor. Assessments for special needs students need to incorporate higher-order thinking, and extended response tasks as much as possible.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><i>Instruction</i> -----></p>			<p>3</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>For the most part, teachers clearly communicate learning objectives, directions, and procedures, as well as the relevance of the learning, but this information needs to be presented visually (on the board) as well as being explained in words. Teachers vary in the diversity of their questioning. Class discussions are skillfully facilitated, however, an increase is needed in the amount of higher-order questioning taking place during these discussions. There are many teachers making this change, but we would like to see it happening across all grade levels. Teachers are working in their grade level teams to sequence and align standards-based objectives to promote deeper understanding, but this has not yet been mastered.</p> <p>Most teachers consistently scaffold instruction, and build upon prior knowledge so that all students, including ELLs and students with special needs, access complex tasks. We are in the process of ensuring that these tasks are connected to texts of equal complexity. Teachers also use many formative assessments during instruction to monitor progress and check for understanding, such as, but not limited to, class discussion, quick-writes, exit slips, note-taking, quizzes, and tests.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	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. 	<p>Sawyer School's systematic approach to identifying students in need of academic intervention begins with the RTI process. When concerns arise about a particular student, teachers complete an RTI Request For Assistance Form, and an RTI folder is created. Teachers and involved staff then begin to conduct and document interventions, as well as keeping anecdotal records of students' progress. RTI folders include Parent Contact Logs, and strategies to involve parents in the intervention process. Teachers track progress on the RTI Intervention Plan, including in-class, small group, push-in/pull-out, one on one, and before/after school support. Diagnostic assessments, such as MAP test results, are also included, to identify skills gaps. Interventions are monitored by the RTI Team, and at the individual teacher level so that adjustments can be made. If students continue to show little or no response to intervention, the frequency of intervention is increased, and different interventions are added to the intervention plan. Teachers, parents and the RTI team meet with the IEP team to discuss students with the greatest need and the least progress. These discussions lead to the determination of which cases will require domain meetings for possible special education placement.</p>	
	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. 	<p>Each year Sawyer School submits an outline to central office, which outlines topics for restructured staff and professional development days. This is a thoughtfully-derived plan, which closely aligns to school-wide priorities and growth goals. All PD is documented in CPSU and effectiveness is monitored in a multi-tiered way, incorporating CPSU evaluations, on-site evaluations, and teacher collaboration addressing effectiveness. School-wide structures ensure that professional development is on-going, by strictly adhering to the district school calendar. We ensure that professional development is job-embedded by covering topics that align with our vision and goals, the CCSS, and school-specific trends that we have analyzed within and across classrooms.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers collaborate at weekly grade level meetings to co-plan weekly instruction, analyze data, and develop CCSS units. Meetings have established, written team norms and written agendas, and teams complete Grade Level Collaboration Reports, as well as submitting meeting minutes for documentation. RTI team members attend meetings when needed, to discuss progress monitoring and intervention. Teacher teams share ownership for student learning, but we are working to promote the idea that teachers are responsible for all students in the school, not just the students in their own classroom or grade level. Reading/Math coaches, Remediation Support Teachers, Bilingual Team members, and other support specialists also attend meetings as needed. All teams are supported by an ILT member, because all Grade Level Chairpersons serve on the ILT, in addition to serving as grade level chairs.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Sawyer School has a multi-tiered coaching plan, designed to support both new and seasoned teachers in their on-going development. All new teachers are assigned an on-site mentor who works closely with them, in addition to receiving support from district-sponsored induction programs. New and seasoned teachers alike are observed throughout the year, and they work with administration and coaches to develop professional development plans, including concrete goals, based on the strengths and weaknesses that observations reveal. Teachers consistently receive timely feedback, and both peers and administration serve as learning coaches, who offer concrete strategies, while eliciting ideas for improvement from the teachers themselves. Peer coaching and peer visitation are two essential aspects of the coaching plan. Peer visits have been particularly instrumental, because K-8 teachers visit some teachers of their choice, and others that have been selected by their coaches to exemplify a particular skill or strategy.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<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 	<p>Every staff member reinforces expectations regarding college and career-readiness by having on-going, informative and motivational conversations, beginning in Kindergarten, and continuing through 8th Grade. Grade levels invite guest speakers for Career Week and conduct College and Career Fairs. Teachers incorporate special activities about colleges and careers into the curriculum throughout the year. The school has also partnered with many community partners, such as the Gear Up Alliance, to offer a plethora of workshops, field trips, and training to students, staff and parents. Students have leadership and voice through surveys, and participation in the LSC, as well as many clubs, including BETA, Project Citizen, and Student Council.</p>	
	Relationships ----->			3
	<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. 	<p>As evidenced by student responses on the My Voice, My School Survey, students feel that they have an advocate who cares for them deeply and supports them at Sawyer School. Patterns of interaction between adults and students are characterized by respect, because this expectation is made abundantly clear by administration, and disrespect is not tolerated. Patterns of interaction among students tend to mirror those modeled by adults. When disrespectful behavior occurs, adults are fair, and serve as mediators in conversations which teach students how to communicate appropriately. Students with disabilities are fully integrated into the school community, and we find that the other students are actually very protective of their wants, needs and feelings. Classroom experiences which demonstrate a value for home language and culture are a strength at Sawyer, because many teachers use these avenues to reach and bond with learners.</p>	
Behavior & Safety ----->			4	
	<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. 	<p>Sawyer School's common school-wide discipline plan includes a tiered approach to behavioral intervention, and builds on positive behavior. Conferencing and behavior contracting with students and parents are integral to this plan. We adhere to the SCC when addressing infractions, but we are mindful to offset punitive measures with rewards for positive behaviors, such as "no uniform" days, movies, dances, assemblies, MAP rewards, special class activities, and lunch with the Principal, to name a few. Respect and trust are established, and the staff does an exemplary job of maintaining a safe and welcoming school environment.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 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. 	<p>The Principal provides clear information on school performance by holding workshops for staff and families about important topics, such as the School Report Card. The Principal explains what reports are saying in a way that people can understand. She also explains the implications of the data presented, and openly discusses plans for improvement. Through Open Houses, Parent Nights, conferences, and frequent written communication with parents, teachers provide clear information about what students are expected to achieve in a given grade level. Some teachers also provide parents with a course syllabus, and examples of what meeting the standards looks like in that course. To compliment these efforts, students, teachers, parents, and the Principal sign a School Compact, which outlines each person's responsibility in terms of achievement. Information regarding school choices is also provided to families at their request.</p>	
	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. 	<p>Staff members engage in on-going, two way communication with families about academic progress and expectations. However, despite our best efforts, maintaining communication with families of certain struggling students can be complex. Parents are invited to workshops at the school, offered by staff and community partners, to learn many ways that families can support each child's learning at home. The staff is also receptive to family input about each child's strengths and needs.</p>	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Everyone at Sawyer School works diligently to establish a non-threatening, welcoming environment. The Principal promotes the idea that Sawyer is a large family, and leads the work to empower families and the community to become engaged by appealing to people's sense of collective responsibility. The school staff provides a multitude of opportunities for families and community members to participate in activities, such as seasonal performances, After-School-All-Stars Recitals, parent conferences, the Science Fair (where community members both attend and serve as judges), the Academic Bowl, Family Math and Science Nights, the Walk for Diabetes, the Student of the Month luncheon, Book Swap Parties, and a variety of other school sponsored activities.</p>	

Date Stamp November 22, 2012

School Effectiveness Framework

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Typical School		Effective School	Evidence	Evaluation
Specialized support ----->				4
<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Sawyer School staff conducts and documents intensive outreach to families in need of specialized support through frequent home visits, and collaboration with over 30 social service agencies. The school guidance counselor, social worker, psychologist, parent liaisons, and security staff work hand in hand with teachers and families to ensure that services are made available and delivered on a consistent basis. Follow-through and progress monitoring is consistent.</p>		
College & Career Exploration and election ----->				3
<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. 	<p>Sawyer School provides experiences and information necessary to make informed decisions about colleges and careers in Grades K-8, through the use of conversations, themed units, HS Investigation Week, Career Week, Career Fairs, HS/College/Workplace visits, and partnership with community organizations such as Check & Connect and the Gear Up Alliance.</p>		
Academic Planning ----->				3
<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. 	<p>Sawyer School provides support for student planning, preparation, participation and performance in college and career aspirations through a rigorous academic program which focuses on the actual skills and technological capabilities that students will be expected to apply in college and in the workplace. This begins in Kindergarten, with exposure to technology and careers. This is scaffolded throughout the primary and intermediate grades, incorporating more specific and complex training and information. In the upper grades, these efforts are laser focused, incorporating readiness workshops, EXPLORE test preparation, HS/College campus visits, individual assistance with HS applications, and grant writing and scholarship opportunities.</p>		
Enrichment & Extracurricular Engagement ----->				4
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Sawyer School offers many extracurricular and enrichment activities, along with 30 clubs, and 14 sports teams. Equitable exposure to opportunities is ensured by scheduling that does not interfere with intervention, and inclusion of students with special needs and EWI.</p>		

N 6: College and Career Readiness Supports

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			3
	<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. 	<p>Students take the EXPLORE assessment and the CCSS assessment for college-readiness. The school promotes preparation, participation and performance on these assessments by incorporating skills into weekly lessons, monitoring attendance to ensure that students are present to learn, and providing extra support for struggling students.</p>	
	College & Career Admissions and Affordability ----->			3
	<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. 	<p>Sawyer School provides students and families with comprehensive information about college options and costs through themed units, web search activities, guest speakers, workshops, College Fairs and college campus visits.</p>	
Transitions ----->			3	
	<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. 	<p>Sawyer School works to ensure effective transitions into Kindergarten and the "benchmark" grades by providing informational packets, inviting parents to training workshops, and making a school liaison available to answer questions. In addition, effective transitions are ensured from 8th to 9th Grade through extensive services from the Counseling Department, Gear Up Alliance offerings, partnership with the Loyola University Freshman Connection program, as well as summer classes and camps. 8th Graders also follow a schedule which mirrors HS scheduling, and are given greater freedom in the school, with training about how that freedom is intrinsically linked with responsibility.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
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. 	<p>Sawyer School allocates discretionary spending to align with identified needs and strategic priorities on a consistent basis. A noteworthy example of this spending includes using funds to purchase technology such as computers, IPADs, and A/V equipment, to give students broad and diversified experiences with advanced technological applications. In addition, members of the school community write multiple grants, such as Donors Choose, to secure needed resources. Sawyer School also partners with over 50 community organizations to help meet student and staff needs. Combined, these efforts align with our strategic priorities, because they provide students with the resources and technological skills that they will need to be college and career ready.</p>	
	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. 	<p>Hiring is always conducted with the needs of the students, staff capacity and scheduling in mind. We consistently look for the best fit among the most highly qualified applicants. We form lasting relationships with student observers, student teachers, university partners, and part-time employees in order to build a pool of potential staff members, and we cultivate the skills of these individuals with the intent of their future employment. In terms of questioning, our multi-step interview process includes a set protocol that has been developed by the professionals with whom the applicant will work. These professionals are also part of the interview process, and have decision-making input in terms of new hires. The protocol is specifically designed to gauge candidate expertise, philosophy and commitment, and great care is taken in the grouping of individuals to ensure the needed combination of knowledge and expertise at each grade level.</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Sawyer School has designed a schedule based on students needs, as well as the school's growth goals. Block scheduling and departmentalization are used to maximize instruction. In some cases, entire classes are grouped by RIT band. In other cases, scheduling is created to allow for Walking Reading and Walking Math. Grade level teams meet weekly during common preparation time to plan lessons, as well as discuss data and student progress. Math and Reading specialists work with struggling students for extra support on a consistent, scheduled basis. Specialists and support staff also build push-in time into schedules to offer support in the classroom setting.</p>	

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

Sidney Sawyer Elementary School is dedicated to setting high expectations for all students and to increasing academic achievement. To prepare students for college and career-readiness, including secondary and post-secondary studies, Sawyer School utilizes differentiated and data-driven instruction, emphasizes higher-order thinking skills, sets and monitors goals, and promotes technological proficiency. At Sawyer School we create a culture that fosters academic and social development, infused with creativity, collaboration, and a multitude of extra-curricular opportunities. Our highly-qualified professional learning community models and cultivates life-long learning, in order to create well-rounded, diverse citizens of the twenty-first century.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Differentiated & Data-Driven Instruction	To use data to identify individual student needs, and to address these needs, as well as different learning styles, through the differentiation of instruction.
2	English Language Learners	To provide extra support to ELLs to assist transition into general education in the English language.
3	Family & Community Involvement	To keep parents informed and involved in each child's academic life, while enlisting the help of community partners to offer additional resources and support.
4	Multi-Tiered Intervention Programs	To offer sustained and strategic intervention to affect performance on standardized assessments.
5	Learners with Special Needs	To provide students and staff with the support and training that they need in order for SPED populations to meet AYP.



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
Differentiated & Data-Driven Instruction	To use data to identify individual student needs, and to address these needs, as well as different learning styles, through the differentiation of instruction.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
MAP Testing	Instruction	All	All Staff	Quarter 1	On-going		
Data Dialogue Meetings	ILT/ Teacher Teams	All	All Staff	Quarter 1	On-going		
Vertical Articulation	ILT/ Teacher Teams	All	All Staff	Quarter 1	On-going		
Guided Reading & Learning Centers	Instruction	All	All Staff	Quarter 1	On-going		
Lesson Plans reflective of Descartes & CCSS Standards	Instruction	All	All Staff	Quarter 1	Quarter 4		
Walking Reading & Math	Instruction	All	All Staff	Quarter 1	On-going		
Professional Development about Differentiated Instruction	Professional Development	All	All Staff	Quarter 1	On-going		
Individual Goal-Setting Conferences (Student & Staff)	Instruction	All	All Staff	Quarter 1	On-going		
Developing Units of Instruction Aligned with CCSS	Instruction	All	All Staff	Summer 2012	On-going		
Student Grouping by RIT Band	Instruction	All	All Staff	Quarter 1	On-going		
Tiered Activities with Differentiated Products	Instruction	All	All Staff	Quarter 1	On-going		
Teacher Accountability for Student Performance Data	Other	All	All Staff	Quarter 1	On-going		
Lexile-Leveling of texts	Instructional Materials	All	All Staff	Summer 2012	Quarter 2		
Workshops for parents about testing, instruction, data, and how to help your child at home	Parental Involvement	All	Staff / Community Partners	Quarter 1	On-going		



Strategic Priority 1

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
English Language Learners	To provide extra support to ELLs to assist transition into general education in the English language.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase intervention for intensive ELLs	Instruction	English Language Learners	Bilingual Team / Teachers	Quarter 1	On-going		
Organize materials according to proficiency levels	Instructional Materials	English Language Learners	Bilingual Team / Teachers	Summer 2012	Quarter 2		
Organize native language support materials	Instructional Materials	English Language Learners	Bilingual Team / Teachers	Summer 2012	Quarter 2		
Workshops for parents of ELLs on helping children at home	Parental Involvement	English Language Learners	Community Partners	Quarter 1	On-going		
English classes for ELL parents	Parental Involvement	English Language Learners	Bilingual Team	Quarter 1	Quarter 4		
Computer classes for ELL parents	Parental Involvement	English Language Learners	Community Partners	Quarter 1	Quarter 4		
PD for staff regarding research-based best practice with ELLs	Professional Development	All	Community Partners	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
Family & Community Involvement	To keep parents informed and involved in each child's academic life, while enlisting the help of community partners to offer additional resources and support.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
LSC Involvement	LSC/ PAC/ PTA	All	Mrs. Robles / LSC Members	Quarter 1	On-going		
Principal Newsletter	Parental Involvement	All	Mrs. Robles	Quarter 1	On-going		
Parent Portal Training	Parental Involvement	All	Gear Up Alliance	Quarter 1	Quarter 1		
Gear Up Workshops: topics listed below	Parental Involvement	All	Ms. Pacheco / Gear Up Alliance	Quarter 1	Summer 2013		
Understanding Transcripts & GPA							
High School and College Options							
Effective Study Habits & Note-taking Skills							
True Colors: Self-Esteem / Self-Awareness							
Thinking About Careers and Career Readiness							
Gang Awareness							
Gear Up Field Trip: Two Day College Tour	Instruction	All	Ms. Pacheco / Gear Up Alliance	Quarter 3	Quarter 3		
Box Tops For Education	Instructional Materials	All	Mrs. Canino / Mrs. Gutierrez	Quarter 1	On-going		
Field Trip Participation	Parental Involvement	All	Staff	Quarter 1	Quarter 4		
Parent Volunteers in the Classroom	Parental Involvement	All	Mrs. Robles	Quarter 1	On-going		
Communities In Schools Chicago	Other	All	Ms. Pacheco	Quarter 1	On-going		
Folkloric Dance Classes for Parents	Parental Involvement	All	Mrs. Bolivar	Quarter 1	Quarter 4		
Family Math & Science Nights	Parental Involvement	All	Ms. Yakes / Ms. Gluckman / Mr. Figueroa	Quarter 1	Quarter 4		



Strategic Priority 3

Holiday Performances	Parental Involvement	All	Ms. Tam	Quarter 2	Quarter 2		
After-School All-Stars Recital	Parental Involvement	All	Ms. Pacheco	Quarter 3	Quarter 3		
Talent Show	Parental Involvement	All	Ms. Tkach	Quarter 4	Quarter 4		
BAC - Bilingual Advisory Committee	LSC/ PAC/ PTA	All	Mrs. Vazquez / Mrs. Garcia	Quarter 1	On-going		
PAC - Parent Advisory Committee	LSC/ PAC/ PTA	All	Mrs. Vazquez / Mrs. Garcia	Quarter 1	On-going		
20 BAC/PAC Conferences for Parents	Parental Involvement	All	Mrs. Robles / Community Partners	Quarter 1	Quarter 4		20 conferences: More space is needed on the template to list topics



Strategic Priority 4



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
Learners with Special Needs	To provide students and staff with the support and training that they need in order for SPED populations to meet AYP.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assign a full-time IEP Team to meet the needs of a school this size	ILT/ Teacher Teams	Students With Disabilities	CPS Board of Education	Quarter 1	Quarter 1		
Procure additional SPED staff members to match enrollment	Staffing	Students With Disabilities	Mrs. Robles	Summer 2012	Summer 2012		
Increase intervention programs for SPED students	Instruction	Students With Disabilities	All Staff	Quarter 1	On-going		
Organize SPED materials according to proficiency levels	Instructional Materials	Students With Disabilities	SPED Team / Teachers	Summer 2012	Quarter 2		
Lexile Leveling of texts	Instructional Materials	Students With Disabilities	SPED Team / Teachers	Summer 2012	Quarter 2		
RTI: Documentation and Progress Monitoring	ILT/ Teacher Teams	Students With Disabilities	RTI Team / Teachers	Quarter 1	On-going		
Procure additional counseling staff to assist with SPED family services and outreach	Staffing	Students With Disabilities	Mrs. Robles	Summer 2012	Summer 2012		
Workshops for Parents about how to help children with special needs at home	Parental Involvement	Students With Disabilities	Community Partners	Quarter 1	Quarter 4		
PD for staff regarding research-based best practices in SPED	Professional Development	Students With Disabilities	Community Partners	Quarter 1	On-going		

