



2012-2014 Continuous Improvement Work Plan

Jonathan Y Scammon Elementary School

O'Hare Elementary Network

4201 W Henderson St Chicago, IL 60641

ISBE ID: 150162990252438

School ID: 610159

Oracle ID: 25241



Mission Statement

Scammon School students, parents, staff and community work as a team to create knowledgeable and enthusiastic learners. We provide a rigorous researched-based curriculum incorporating varied technologies which cater to individual learning styles. Together we will develop as responsible, caring and contributing members of society.

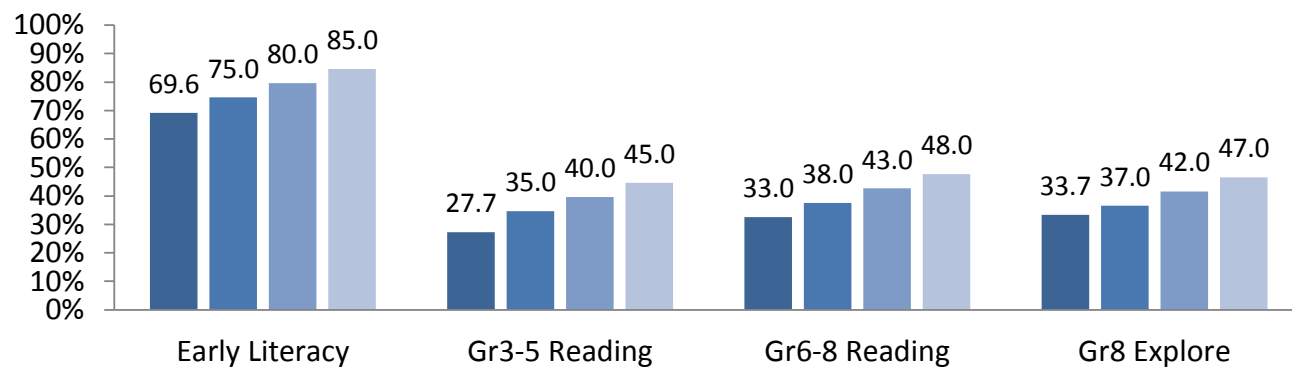
Strategic Priorities

1. Increase the percent of 8th grade students at the college Readiness Benchmark on Explore Exam
2. Increase percentage change of students in the exceeds category for both Reading and Math
3. Increase the percentage change of ELL and special education students making safe harbor requirements in both Reading and Math

School Performance Goals

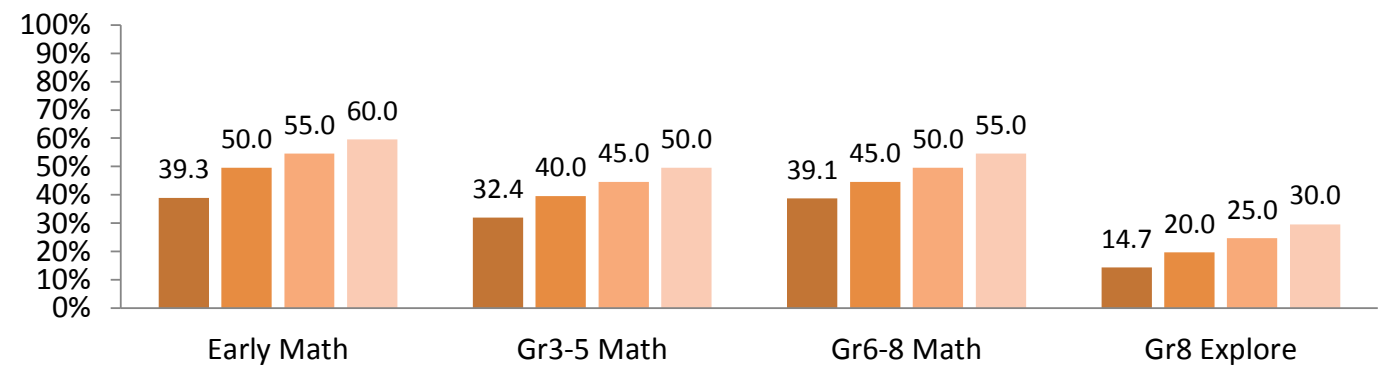
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Jonathan Y Scammon 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
Mary T. Weaver	Principal
Angela Burgos	Assistant Principal
Manda Lukic	Assistant Principal
Sarah McNabb	Classroom Teacher
Katie Piazza	Classroom Teacher
Debra Parsons	Classroom Teacher
David Elrod	Lead/ Resource Teacher
Naser Barcham	Lead/ Resource Teacher
Julie Stephenson	Classroom Teacher
Pantip Suankum	Special Education Faculty
Elyse Knapcik	Special Education Faculty
Nettie Koster	Parent/ Guardian



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	69.6	75.0	80.0	85.0		Early Math % of students at Benchmark on mClass	39.3	50.0	55.0	60.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.7	35.0	40.0	45.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	32.4	40.0	45.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.9	56.0	61.0	66.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.2	57.0	62.0	67.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.0	38.0	43.0	48.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	39.1	45.0	50.0	55.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	60.5	64.0	69.0	74.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.5	65.0	70.0	75.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	33.7	37.0	42.0	47.0		Explore - Math % of students at college readiness benchmark	14.7	20.0	25.0	30.0



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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.9	96.0	97.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	8.0	5.0	2.0	0.0

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	71.9	76.9	81.9	86.9		ISAT - Reading % of students exceeding state standards	11.9	17.0	22.0	27.0
ISAT - Mathematics % of students meeting or exceeding state standards	78.1	83.1	88.1	93.1		ISAT - Mathematics % of students exceeding state standards	14.8	20.0	25.0	30.0
ISAT - Science % of students meeting or exceeding state standards	66.8	71.8	76.8	81.8		ISAT - Science % of students exceeding state standards	6.8	11.8	16.8	21.8

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>Scammon School has set forth clear goals establishing student success to narrow the achievement gaps, increase reading, math and science scores, meet safe harbor requirements for all subgroups on AYP, and increase exceeds scores on all college readiness assessments. The school has established an established theory of action plan in which administration and the ILT team monitors data and works to adjust instruction to meet the tenants of the action plan. Teachers continue to want to move students forward and have made instruction at priority.</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>Scammon teachers continue to undergo professional development as needed to support the curriculums the school has in place. Professional development is provided to staff members on staff development days, through peer observation, on walk throughs, and with partnerships through DePaul University and with CMSI. Administrators monitor daily instructional practices and meet with teams to go over student. School has college readiness goals in mind and sets forth goals that prepare students for advanced learning. Information is shared with parents and community members through a variety of school related functions. Principal establishes and nurtures a culture of college and career readiness through vision, internal and external communications and sponsors college week to support this vision.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teacher leadership can be improved at Scammon by having more teachers taking an active leadership role at the school. Collaboration amongst teachers still remains at a minimum. The ILT team meets with grade level teachers, however all teachers are not reached in the decision making process. Evidence of professional development being implemented in the classroom is not consistent throughout the school when observations are taking place. The Rtl team continues to have a greater degree of success with the implementation of the Reading Burst program. A clearer and more accurate list of students needing additional support services has been established using the Reading Burst program in grades K-2. Early intervention and identification of students at risk in the primary grades leads to a greater chance of student success in literacy. Teachers do reflect on instructional practices, student data, and methodolgies but not at the rate which makes teacher leadership effective at Scammon.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<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>Scammon has an ILT team comprised of staff members from general, bilingual and special education. The principal presents the ILT team with information which is then shared with other grade level teams. The ILT team, also comprised of the Balanced Literacy Team, has made presentations to other faculty members on professional development days. After assessments are completed, the ILT analyzes data and measures student growth against set goals. The team then engages staff members on successful practices and instructional changes that should take place to meet desired outcomes. Various ILT members also attend network professional development ILT meetings and are excited to apply new strategies that are learned. Having additional staff members take on leadership roles on the ILT team would increase the instructional teacher leadership of the school.</p>	2
Monitoring and adjusting ----->			
<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>After every standardized assessment is taken by all the students, teachers, administration and the ILT team analyze data to measure and compare student growth from the previous cycle. Data analysis is consistent and commonplace among all staff members at Scammon. The data team breaks down aggregate data and measures growth against the school's theory of action on an ongoing basis. When instructional practices need to take place, immediate decisions and actions occur.</p>	3

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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>The curriculum pacing guide varies from grade level to grade level and across subject areas. The school has established curriculums and programs for all students however not all teachers work at the same pace. For the most part, teachers within a grade level collaborate and uniformly implement the same curriculum with some exceptions. As grade level meetings are held, this is discussed and worked out to have full continuity and uniformity taught across all grade levels using common core standards as the driving force for instruction. A few teachers use self-developed teacher materials to supplement student learning in both reading and math, while the majority are focusing on common core standards to drive their instruction. Higher order thinking skills, as observed using Hess Matrix, is still not yet evident in all classrooms. A majority of teachers in grades 4 through 8 use Achieve 3000 however reports indicate that all parts of the program are not being</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Each grade level team has many instructional materials that are aligned with the common core. Recently Scammon School just purchased a 25,000 book room to support a balanced literacy guided reading program. We are continual updating materials for upper grades with resources from the YAL conferences. The researched based Math Trailblazers and Connected Math programs are being implemented with fidelity along with the CMSI Science FOSS program school wide. Resources that are differentiated for both special education and ELL students are evident in all</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>School wide data is made available to the ILT team immediately after an assessment has been completed. Grade level teams meet with administrative teams to go over interventions, strategies and student growth. Changes are made to instructional programs as needed based on data. Teachers also look at other assessments uniformly being utilized by grade level teams, such as IRLA in grades 3 through 8. Assessment accommodations and modifications are in place, are differentiated for students needs and are being utilized to support ELL and special education instruction. Assessments being utilized are aligned to common core and are monitored against student data for student growth.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<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>Weekly lesson plans are submitted by all teachers, however uniform instruction is still not completely evident. During classroom observations, utilizing Hess’s Matrix, teacher questioning is not consistently aimed at higher order thinking skills. The ILT team continues to work with staff by sharing data and high yield instructional strategies. Common core springboards for ELA and Math have been shared with all staff members of the school. Instructional practices range from cooperative groupings to whole group instruction. The level of rigor is not consistently high, however is starting to evolve as more meaningful conversations are held with teachers a grade level meetings. Common core scaffolding remains a topic that still needs to better understood by teachers. This will be provided by offering teachers in-services throughout the year. The curriculum is aligned to common core standards however mastery development of deeper student understanding is stil something that teachers have not mastered as of yet.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<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>Scammon has made tremendous gains in the area of Response to Intervention particularly in grade K through 2. Identification of students struggling in early childhood and providing them the needed services to support literacy acquisition has been the main goal this year. Identifying struggling readers earlier gives them a better chance at being successful when caught in time. The RtI team implemented the Reading Burst program to partner with the DIBELS assessment. Reading Burst Data provides teachers with ten lessons that strategically teach students skill deficits. This year, the school has added an additional 45 minute block of time in which interventions can be implemented for students at risk. This program has moved the majority of students that were in the red to yellow and / or green. The success of this program has resulted in teachers correctly identifying students that have not</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional development is provided to teachers on common core standard alignment, Achieve 3000, Reading in Motion, Reading Burst, Balanced Literacy, Maththeematics, Science FOSS, DIBELS, Scantron, CHAMPS, and IRLA. It is consistently given to teachers assigned new grade levels every year. Scores are compared to professional development received.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<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 meet on a weekly basis and follow a teacher collaboration template; however actual meetings do not happen consistently. Block scheduling at the same time every week allows teachers to collaborate on aligning objectives to common core standards and meet with ELL and special education teachers to align services to students. Teachers do not meet on a regular basis with ELL and special education support teachers. Weekly collaboration notes are supposed to be handed in to administration on a weekly basis and this is sometimes neglected by staff members. Teachers change positions every year, so it takes them time to become familiar with curriculums. Teams do show a genuine concern to want to improvement academic learning. After all assessments, teams are provided their students’ data in which it is analyzed. Instructional changes and strategy changes occur to reflect alignment to standards and student achievement.</p>	
	Instructional coaching ----->			2
	<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>Coaching takes place through mentor teacher assignment, formal district sponsored orientations, professional development, formal and informal observations, walkthroughs, and peer observations review. Utilize professional development days and information developed by Area Office to share with teachers to develop further understanding of what teachers are expected to do through the common core standards. Grade Level Team meeting notes will be collected weekly and reviewed with team members by administrators and RtI team members. Identify teacher leaders that have highest percentage of student movement from yellow to green and schedule peer observations to take place within primary grade cycle.</p>	

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	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>Scammon has provided a before school algebra program in addition to their Mathematics course all 8th grade students are required to take. Scammon also offers a selective enrollment class to students in 8th grade to provide them study practice before taking their high school examinations. High Schools from around the city are brought in to speak to parents and 8th grade students. Union waiver teacher vote was obtained last year to increase the instructional minutes of school day by 75 minutes . We allow students to be accountable for their own grades and assessment scores by providing it to them on a regular basis and including them</p>	
	Relationships ----->			2
	<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>Some students have bonds with adults in the building. Most special education and ELL students have been partnered up with adults to assist them with difficulties that are encountered throughout the day. Student home language is given to every student upon enrollment into Scammon School. Classroom management plan helps teachers to handle discipline and behavior problems as soon as they occur. Parent contact is encouraged within 24 hours. PBIS is not currently being implemented; however a committee is planning what it will look like in the new school year. Majority of adults have excellent interactions with the students. Parents also have good relationships with teachers and administration also.</p>	
Behavior & Safety ----->			3	
	<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>The school has a common, consistent school – wide approach to student discipline. There is a detention program as well as an indoor lunch and recess detention. The school's misconduct rate remains well below targeted levels as more supports are provided to students in need of additional interventions. The school needs to work on a tiered approach for behavior intervention that recognizes positive behavior. Intervention forms, ideas, suggestions and resources are all provided to teachers in thier opening bulletin.</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 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. 	The school has a common, consistent school – wide approach to student discipline. There is a detention program as well as an in-door lunch and recess detention. The school’s misconduct rate remains well below targeted levels as more supports are provided to students in need of additional interventions. The school needs to work on a tiered approach for behavior intervention that recognizes positive behavior.	
	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. 	All parents in grades 3, 6, and 8 are given a copy of the promotion policy to sign at the beginning of the year. A variety of events are sponsored to provide parents with information. Events held at Scammon for parents include, Open House, Family Reading Night, Promotion Policy, High School Night, Science Night, LSC meetings, BAC/NCLB meetings, Report Card Pick Up, scheduled parent meetings, and 3rd Grade Academic Improvement. Information	
	Bonding ----->			3
	<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. 	Scammon tries to make the environment welcoming to all parents and students. It is decorated with paintings and artwork to make it look like a fun and inviting place. The administration arrange to have all kinds of meetings for parents consisting of topics such as gang awareness, ESL classes, computer classes, English classes, nutrition classes, dance class, and learning town excursions. Other events that have a strong parent attendance include the Talent Show, International Day, Field Day, Awards Assembly, and holiday performances.	

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
6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	Scammon provides services to students within the school building during daily school hours in addition to time during fall, winter, and spring breaks. The school is opened for students at risk to provide opportunities for additional instruction. Additional classes are also provided to students at risk on Saturdays. For students in crisis, arrangements are made with outside social service agencies such as	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Information about college or career choices is focused on during "College Week" in May. Every classroom teacher selects a college to study and wears colors of the university they are studying during college week. Teachers stress the importance of higher learning and opportunities that are unveiled to them when they go to	
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. 	The school provides support for student planning, preparation, participation and performance in thier college and career aspirations and goals through a rigorous academic program and access to information and opportunities. Support for college and career planning is provided to teachers and students on a continual basis. As students reach benchmarks and goals, goals are revised to increase the bar. Preparation for middle school students is exemplified through afterschool and before school programs. Before school, there is are algebra and math classes offered to both 7th and 8th grade students. Selective enrollment classes are		
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. 	The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nuture talents and interests, and increase engagement with school. Scammon has an extensive amount of extracurricular activities that		

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 ----->			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>The school promotes preparation, participation and performance in college and career assessments. All students grades 2-8 participate in the common core standard assessment and is aligned to Scammon's curriculum. Monitoring of student data occurs regularly and is adjusted to prepare students for meeting goal</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>Does Not Apply - Elementary School</p>	
Transitions ----->			4	
	<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>The school works very hard at all the grade levels to prepare students for the next grade level and in creating effective transitions. During the summer program, Scammon has a step up to kindergarten program that acclimates students to the full kindergarten school year. Students with IEP's are generally introduced to next year's teachers through their current teachers and are walked around to their new environments. IEP's are given to next year's teachers through the case manager to ensure record protection. In the fall, the counselor arranges a high school fair</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 ----->			3
	<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. 	The school allocates discretionary spending to align with identified needs and strategic priorities. The school also pursues outside opportunities to fund various projects that need financial support. School maintains focus on use of resources for student achievement growth necessary for every student to graduate college and career ready.	
	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. 	Hiring is conducted after a vacancy is expected or identified. Some applicants are generated from other faculty members, others have no previous identification with the school. Interviews consist of team interviews comprised of administrators and grade level teachers that will be working with the new hire. There is a multistep interview process which includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.	
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. 	School designs a "right fit" schedule based on student needs and school wide growth goals. The school schedule includes participation in recess and lunch which allows teachers to have meaningful collaboration with their teams. Due to the fact that the school day was extended, struggling students now have additional time to work with their teachers to help them overcome skill deficits by increase the duration and frequency of interventions provided.	

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

Scammon School students, parents, staff and community work as a team to create knowledgeable and enthusiastic learners. We provide a rigorous researched-based curriculum incorporating varied technologies which cater to individual learning styles. Together we will develop as responsible, caring and contributing members of society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase the percent of 8th grade students at the college Readiness Benchmark on Explore Exam	By preparing students for college and career readiness goals through ACT preparation, selective enrollment preparation classes, and before school algebra class, we will introduce the same types of programs to 7th grade students as well as 8th grade students to promote learning and student gains over time.
2	Increase percentage change of students in the exceeds category for both Reading and Math	As teachers address higher order thinking skills, attend prof. development, and integrate computer based curriculum support programs into instruction, they will unwrap common core standards and increase the rigor of instruction. Using high yield instructional strategies, and accelerated and enrichment after school programs, Scammon will prepare students to be college and career ready.
3	Increase the percentage change of ELL and special education students making safe harbor requirements in both Reading and Math	Last year, Scammon did not make AYP for the subgroup ELL; however did make AYP for sped students. In order to sustain student growth, we must continue to provide interventions to both ELL and sped groups to ensure that the continuum of learning enable both groups to meet AYP safe harbor requirements for 2012.
4	Optional	
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
Increase the percent of 8th grade students at the college Readiness Benchmark on Explore Exam	By preparing students for college and career readiness goals through ACT preparation, selective enrollment preparation classes, and before school algebra class, we will introduce the same types of programs to 7th grade students as well as 8th grade students to promote learning and student gains over time.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase consultants for students-Urban Gateways, purchase band consultant as enrichment	Other	All	Classroom Teachers	On-going	On-going		
Develop after school programs geared toward preparing students for selective enrollment high schools	After School/ Extended Day	All	8th Grade Teachers	Quarter 1	Quarter 4		
Continue before school Algebra program so that students can receive two math classes.	After School/ Extended Day	Other student group	Algebra Teacher	Quarter 1	Quarter 4		
Require intermediate and middle school language arts teachers to attend YAL conference and utilize the most current and popular selection of young adult literature.	Professional Development	All	LA Teacher	Quarter 2	Quarter 4		
Develop protocols for teachers to use Book Room to make guided reading books available for students to use to develop independent reading and be challenged at their level to increase the rigor.	ILT/ Teacher Teams	All	Balanced Literacy Team	On-going	On-going		
Continue to build teacher understanding of how to teach common core standards using the concept of teaching depth, not breath.	Professional Development	All	Principal, ILT Team	On-going	On-going		
Teachers will use technology resources, Raz-Kids, Accelerated Reader, Brain POP, IXEL, Tumble Readers, and Achieve 3000 to further develop independent reading at a challenging level.	Equipment/ Technology	All	Technology Coordinator	On-going	On-going		
Continue to use Independent Reading Level Assessment Framework by the American Reading Company to assess student understanding of common core standards (IRLA) and provide individualized plans for each student's success.	Instructional Materials	All	LA Coordinator	Quarter 1	Quarter 4		

Strategic Priority 1

Provide all teachers with targeted NWA student objective goals to incorporate into the development of their weekly lesson plans.	Instruction	All	Classroom Teachers	Quarter 1	Quarter 4		
Develop and encourage student capabilities for using a calculator with expertise.	Instruction	All	Math Teachers	Quarter 1	Quarter 4		
Work with teachers to fully implement Achieve 3000 in the classrooms and develop the non-fiction reading and writing portions of the program.	Instruction	All	Classroom Teachers	On-going	On-going		
Teachers will receive on-going professional development in all content areas.	Professional Development	All	Principal	Quarter 1	On-going		
Have classroom observations and look for higher order thinking skills to be taking place in the classroom	Instruction	All	Principal, ILT Team	On-going	Quarter 4		
Allow students to be accountable for their own grades and assessment scores by providing it to them on a regular basis.	Other	All	Classroom Teachers	On-going	On-going		
Continue to meet with university partnerships analyze data and instructional practices and research new ways to initiate further student growth.	Professional Development	All	Math and LA Teachers	On-going	Quarter 4		
Teachers will improve instructional strategies by equitable use of manipulatives, small groupings, peer assisted instruction, nonlinguistic representation, setting objectives and providing feedback, technology integration tools, using ques and advanced organizers, etc...	ILT/ Teacher Teams	All	Principal, AP	On-going	On-going		
Purchase additional IPAD's to provide enrichment programs to all students.	Equipment/ Technology	English Language Learners	Principal	Quarter 1	Quarter 1		
Have parents come to Scammon to gather information on high schools, selective enrollment programs, ACT preparation programs, and acceleration programs to promote student success and gains.	Parental Involvement	All	8th Grade Teachers	Quarter 1	Quarter 4		
Parent literature passed out and communication on child's academic standing maintained on a regular basis.	Parental Involvement	All	Principal, AP	On-going	On-going		
Provide students with Algebra class.	After School/ Extended Day	Other student group	Principal, AP	Quarter 1	Quarter 4		
Provide students with selective enrollment preparation class.	After School/ Extended Day	Other student group	Principal, AP	Quarter 1	Quarter 4		



Strategic Priority 1

Provide students with ACT college preparation class.	After School/ Extended Day	Other student group	Principal, AP	Quarter 1	Quarter 4		
Purchase instructional materials to enhance student learning.	Instruction	All	Classroom Teachers	Quarter 1	Quarter 1		
Purchase furniture and technology equipment	Equipment/ Technology	All	Technology Coordinator	Quarter 1	Quarter 4		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Increase percentage change of students in the exceeds category for both Reading and Math	As teachers address higher order thinking skills, attend prof. development, and integrate computer based curriculum support programs into instruction, they will unwrap common core standards and increase the rigor of instruction. Using high yield instructional strategies, and accelerated and enrichment after school programs, Scammon will prepare students to be college and career ready.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will implement a Balanced Literacy Reader's and Writer's Workshop Model, using a Guided Reading approach to address differentiated learners, adjusting lexile levels to increase rigor.	ILT/ Teacher Teams	All	Principal, ILT Team	Quarter 1	On-going		
AP will meet with grade level and RtI team to look at interventions being implemented and how students are responding to those interventions. Recommendation plans for further action will be developed based on data provided.	Instruction	All	Principal, AP	Quarter 1	On-going		
Continue to build teacher understanding of how to teach common core standards using the concept of teaching depth, not breath. Provide professional development to teachers on unwrapping common core standards.	Professional Development	All	Classroom Teachers	Quarter 1	On-going		
Increase the use of IPAD and apps technology by purchasing additional equipment.	Supplies	All	Principal	Quarter 1	On-going		
Purchase Independent Reading Level Assessment Framework by the American Reading Company to assess student understanding of common core standards (IRLA) and provide individualized plans for success.	Supplies	All	ILT Team	Quarter 1	On-going		
Support "Reading Burst" Intervention program every eight day by monitoring results for all students in red for grades K-2 through bi monthly RtI meetings.	Instruction	Students With Disabilities	AP, Counselor	Quarter 1	On-going		
Teacher will progress monitor data (DIBELS, ACCESS, TRC, Reading in Motion, IRLA, and Reading Burst) to drive decision making and address students' needs in Tier 1, 2, and 3.	ILT/ Teacher Teams	All	Principal, RtITeam	Quarter 1	On-going		



Strategic Priority 2

Homeroom teachers will analyze data and provide students with targeted interventions that will enable student success by increasing duration and frequency of Reading Burst Interventions.	Instruction	English Language Learners	Principal, Bilingual Coordinator	Quarter 1	On-going		
Teachers will develop targeted strategies and interventions to be used to implement common core curriculum through IRLA by progress monitoring entry and exit requirements of each common core standard.	ILT/ Teacher Teams	All	Principal, ILT Team	Quarter 1	On-going		
ELL teachers will provide additional curriculum support to bilingual and ESL students using Independent Reading Level Assessment	After School/ Extended Day	English Language Learners	Principal, Bilingual Coordinator	Quarter 1	On-going		
Teachers will use technology resources, Raz-Kids, Accelerated Reader, TumbleReadables, Starfall, Safari Montage	Equipment/ Technology	All	Technology coordinator, Principal	Quarter 1	On-going		
Identify teacher leaders that have highest percentage of student movement from yellow to green and schedule peer observation to take place within primary grade cycle.	ILT/ Teacher Teams	All	ILT Team	Quarter 1	On-going		
K-2 grade level team members will meet on a weekly basis to discuss students in yellow and red and develop plans to move students into the green.	Other	Students With Disabilities	Rtl Teams	Quarter 1	On-going		
Purchase building supplies and equipment that support instruction and student learning.	Instruction	All	Principal, AP	Quarter 1	On-going		
Administrators will meet with individual teachers to discuss and review student data and strategies being used for effectiveness, having compelling conversations when needed.	Instruction	All	Principal	Quarter 1	On-going		
Add 30 more minutes to the school day to include intervention blocks and enrichment blocks.	After School/ Extended Day	All	Principal	On-going	Quarter 1	Completed	7 hour school day.
Implement an after school program geared specifically for K-2 students.	After School/ Extended Day	Other student group	AP	Quarter 1	Quarter 3		
Add enrichment and accelerated classes in addition to intervention blocks.	After School/ Extended Day	All	Principal/ILT Teams	Quarter 1	Quarter 4		
Teachers will continue to receive professional development in Math Trailblazers, Science FOSS program, Balanced Literacy, Achieve 3000 and other support programs.	Professional Development	All	Principal	Summer 2012	On-going		
Provide for extended day bucket for ESP for summer and throughout the school year to support instructional vision.	ILT/ Teacher Teams	All	Principal	Summer 2012	On-going		



Strategic Priority 2

Block Scheduling for a 45 minute prep, in addition to a 45 minute duty free lunch period, to allow teachers to plan and collaborate on the common core curriculum and develop interventions and action plans for students to promote student growth.	ILT/ Teacher Teams	All	Principal	On-going	On-going	Completed	Done in school year 11-12.
Parents actively involved in communication on child's academic standing and school related business; vision of school.	LSC/ PAC/ PTA	All	Principal	On-going	On-going		
Include parents on the strategic planning phase at Scammon School.	Parental Involvement	All	Principal	Quarter 1	Quarter 4		
Add Playworks, recess, supervision, activities	Other	All	Principal	Quarter 1	Quarter 1		
Purchase 7 ESP's and 7 Teacher's to support instruction, acceleration and enhancement programs.	Staffing	All	Principal	Summer 2012	Quarter 1		

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
Increase the percentage change of ELL and special education students making safe harbor requirements in both Reading and Math	Last year, Scammon did not make AYP for the subgroup ELL; however did make AYP for sped students. In order to sustain student growth, we must continue to provide interventions to both ELL and sped groups to ensure that the continuum of learning enable both groups to meet AYP safe harbor requirements for 2012.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will implement a Balanced Literacy Reader's and Writer's Workshop Model, using a Guided Reading approach to address differentiated learners, adjusting lexile levels to increase rigor.	Instruction	All	Classroom Teachers	Quarter 1	On-going		
Principal and AP will meet with grade level and RtI teams to look at interventions being implemented and how students are responding to those interventions. Data will be recorded in GRADEBOOK. Recommendation plans for further action will be developed based on data provided.	Instruction	English Language Learners	Principal	Quarter 1	On-going		
Continue to implement the "Reading Burst" Intervention program to all students in "red" on DIBELS. Monitor every eight days data results to see if students have responded to intervention. Make instructional changes to instruction based on data.	Equipment/ Technology	Other student group	AP, RtI Team	Quarter 1	On-going		
Purchase contractual services to support student learning: star diagnostic, capstone library, safari montage, tumbereaders, raz-kids, copier lease, reading in motion.	Instructional Materials	English Language Learners	Bilingual Coordinator, Counselor	Quarter 1	On-going		
Provide for a teacher extended day bucket for curriculum planning and design in June.	ILT/ Teacher Teams	All	Classroom Teachers	Quarter 1	On-going		
Provide teachers K-2 with professional development support in the implementation of the "Reading Burst Intervention" and "Reading in Motion" programs.	Professional Development	All	Classroom Teachers	Quarter 1	On-going		



Strategic Priority 3

Teachers will use technology resources, Raz-Kids, IXEL, BrainPop, Accelerated Reader, Tumblereadables, Starfall, and Safari Montage to support instruction and reinforce learning for struggling students in both reading and math.	Equipment/ Technology	All	Classroom Teachers	Quarter 1	On-going		
Identify teacher leaders that have highest percentage of student movement from yellow to green and schedule peer observations to take place within primary, intermediate and upper grade cycles.	Professional Development	All	Principal	Quarter 1	On-going		
Administrators will meet with individual teachers after classroom observations to discuss and review student data and strategies being used for effectiveness, having compelling conversations when needed.	Professional Development	All	Principal, AP	Quarter 1	On-going		
Grade level teams will analyze student data and collaboratively plan instruction and interventions based on student results to support ELL and struggling students.	Instructional Materials	All	Lead Teachers	Quarter 1	On-going		
Add 30 minute additional to the end of the school day specifically for the purpose of intervention, acceleration and enrichment with a focus on increasing student scores.	Other	All	Principal	Quarter 1	Summer 2012	Completed	
Students will be provided remedial math strategies with targeted goals for improvement through Reading Burst Math and before school math help.	Instruction	English Language Learners	Math Team	Quarter 1	On-going		
RtI Coordinator and grade level teachers will meet with the counselor and clinicians on as needed basis to identify students in Tier 2 and Tier 3 to make recommendations for referrals. Correctly identifying the needs of ELL and special needs students.	Instruction	Students With Disabilities	AP, RtI Coordinator	Quarter 1	On-going		
Pay for seminars, subscriptions, training for teacher professional development.	Instruction	English Language Learners	Principal, AP	Quarter 1	On-going		
Sponsor parent meetings where parents are given support and guidance on how to work with their students at home.	Parental Involvement	English Language Learners	Principal, AP	Quarter 1	On-going		
Hire additional staff member to assist students in bilingual and writing support.	Staffing	All	Principal	Quarter 1	Quarter 4		
Teachers engage students more through oral participation and less teacher talk.	Instruction	All	Bilingual Coordinator	Quarter 1	On-going		
Purchase additional staff to support interventions and instruction.	Instruction	All	Bilingual Coordinator	Quarter 1	On-going		



Strategic Priority 3

Teachers will provide parents with hands on learning activities to practice with their children at home.	Supplies	English Language Learners	Bilingual Coordinator	Quarter 1	On-going		
Parents will be provided workshops on ELL and special education topics; buses provided	Parental Involvement	All	Bilingual Coordinator	Quarter 1	On-going		
Solicit more community involvement in Scammon School to enhance cultural awareness.	Parental Involvement	All	Principal, AP	Quarter 1	On-going		
Create an afterschool math support program for ELL's and student at risk using after school AIM High, SES, and After School All-stars as a resource.	After School/ Extended Day	All	AP	Quarter 1	On-going		
Purchase instructional materials to support student learning.	Instructional Materials	All	Principal	Quarter 1	Quarter 4		
Increase technology support of instructional software programs.							
Purchase instructional supplies to support learning programs.							

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan						Monitoring	
Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps