



2012-2014 Continuous Improvement Work Plan

Franz Peter Schubert Elementary School

Fullerton Elementary Network
2727 N Long Ave Chicago, IL 60639
ISBE ID: 150162990252444
School ID: 610165
Oracle ID: 25291



Mission Statement

Schubert School will provide a caring environment, a standards-based academic curriculum and research-based instructional practices which will meet the needs of all our students. The school community will challenge all of our students by actively engaging them in learning and technology by relating the curriculum to real life experiences and be college and career ready.

Vision Statement:

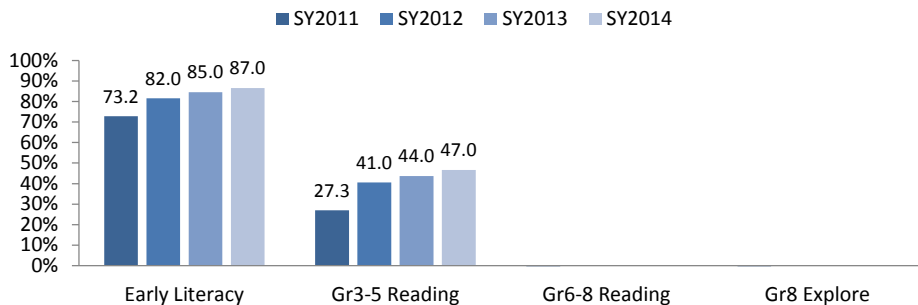
The vision of Schubert School is to nurture all students so they become independent and life-long learners.

Strategic Priorities

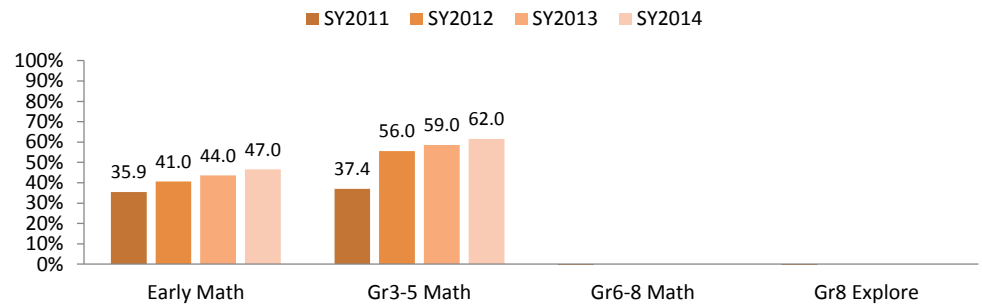
- 1. Reading: Provide research and Standards-Based reading instruction that both challenges and differentiates to meet the individual needs of each student based on beginning of the year screeners and progress monitoring.
2. Math: Provide research and standards-based Math instruction that both challenges and differentiates to meet the individual needs of each student based on beginning of the year screeners and progress monitoring.
3. Technology: Integrate many forms of technology into standards based curriculum to engage all learners in instruction that both challenges and differentiates to meet the individual needs of each student based on beginning of the year screeners and progress monitoring.
4. Parent Involvement: Provide parents with academic information that will help them understand their child's academic goals in order to be successful learners and college and career ready.
5. School Environment/Supports: Provide the necessary personnel and materials to successfully create a supportive school culture.

School Performance Goals

Literacy Performance Goals



Math Performance Goals







# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Franz Peter Schubert 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
Elba M. Maisonet	Principal
Basia B. Pacyniak	Assistant Principal
Hilda Boothroyd	Lead/ Resource Teacher
Sandra Zielke	Lead/ Resource Teacher
Sheri Brooks	Lead/ Resource Teacher
Pamela Cahill	Counselor/Case Manager
Onelia Cintron      Myrna Marquez      Gabrial Delgado	ELL Teacher
Robin Karlin	Special Education Faculty
Megan Mahoney      Penny Haritos      Jennifer Stepanovich	Classroom Teacher
Dorthy Blyth	LSC Member
Donna Rogalinski	Parent/ Guardian
Sarah Lisle	LSC Member

## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	73.2	82.0	85.0	87.0		<b>Early Math</b> % of students at Benchmark on mClass	35.9	41.0	44.0	47.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	27.3	41.0	44.0	47.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	37.4	56.0	59.0	62.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	49.5	53.0	54.0	55.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	56.4	59.0	60.0	61.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	NDA					<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	NDA			
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	NDA					<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	NDA			
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	NDA					<b>Explore - Math</b> % of students at college readiness benchmark	NDA			

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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	95.8	96.0	96.2	96.5					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	2.1	2.0	2.0	1.5

### State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	52.7	56.0	61.0	67.0		<b>ISAT - Reading</b> % of students exceeding state standards	10.2	13.0	17.0	22.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	72.5	77.0	81.0	84.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	10.6	14.0	19.0	26.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	62.2	67.0	71.0	74.0		<b>ISAT - Science</b> % of students exceeding state standards	5.9	7.0	10.0	14.0

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>DIBELS/ IDEL Target Goals; Student F&amp;P reading levels assessed at BOY, MOY, EOY; Grade level data conversation meetings to analyze BOY, MOY, EOY data for reading and math; literacy professional learning cycles focusing on comprehension; progress monitoring in DIBELS, IDEL, and MClass Math</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Formation of ILT w/ representation from all grade levels (Pre-K to 5th); Grade level collaboration time created; grade level reporting out of current student achievement with a focus on end of year goals BOY, MOY, EOY; one on one student conferencing; remediation forms; Scantron, DIBELS, IDEL, TRC, BAS, Mclass Math data analysis &amp; discussion with parents at report card pick-up; data sent home with progress reports; quarterly newsletter on upcoming grade level curriculum</p>	

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<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- RtI team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Formation of ILT w/ representation from all grade levels (Pre-K to 5th); grade level chair and co-chair representation; literacy and math/science coaches; bilingual lead teacher; CIWP team; core subject teams; union representative; family liaison; RTI team</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	Professional learning cycles in literacy created to improve student comprehension; environmental learning walks w/ ILT debriefing and discussion; instructional learning walks w/ ILT debriefing and discussion; ILT reporting out to faculty of walk through evidence / wonderings; reference books for ILT school-wide professional reading; teacher observations with pre- and post observation discussions; professional development to support learning cycles; weekly ILT grade level meeting	
<b>Monitoring and adjusting</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	Data analysis / discussion / goal setting based on the following assessments: BAS, TRC, Dibels, IDEL, Mclass, Scantron, ISAT. Data wall created to view and monitor student F/P reading levels as the student's progress BOY - MOY - EOY. Grade level data conversation meetings to analyze BOY, MOY, EOY data for reading and math. Progress monitoring in DIBELS, IDEL, and MClass Math.	



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		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->				<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>Quarterly pacing guides for core subjects; grade level planning (lesson plans, unit plans); leveled readers available to meet students' F/P reading levels; differentiated instruction for ELL students according to language proficiency; differentiated instruction for students with disabilities according to IEP goals</p>		
	<b>Instructional materials</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Consistency and scaffolding throughout all grade levels; materials have components for ELL and Special Ed students; leveled readers available to meet students' F/P reading levels (books available for reading, math, science, and social studies in English and Spanish); native language materials available in reading and math; ELD program implemented; classroom libraries include native language books</p>		
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>					

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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Differentiation of formative assessments: teacher-made versus publisher-made assessments, performance assessments, constructed responses, MClass Math diagnostic interviews, running records, progress monitoring in DIBELS, IDEL, and MClass Math; assessment modifications made for ELL and student's with special needs; Benchmark Assessments include: Scantron, DIBELS, IDEL, TRC, MClass Math, BAS; Summative Assessments include: ISAT, ACCESS</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Guided reading groups created using students' F/P levels; higher-order thinking skills and questioning within instruction; constructed responses in reading and math; differentiated instruction for ELL students according to language proficiency; differentiated instruction for students with disabilities according to IEP goals</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	RTI tiered folders created for documentation of at-risk students; small group support; push in/pull out; running records; progress monitoring in DIBELS, IDEL, and Mclass Math	
	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	Professional Learning Cycles; school-wide professional readings; common grade level focused prep meetings to discuss cycles and professional readings; school-wide PD focusing on priorities and learning cycle goals; peer teacher observations within and across grade levels focusing on a school-wide priority/goal; grade level/ILT discussions regarding observations	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>C day focused grade level meetings; grade level lesson planning/unit planning; school-wide data wall created to plot student progress; ILT created professional learning cycles; team meeting agendas and notes provided</p>	
	<b>Instructional coaching</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>ILT created professional learning cycles provide opportunities for peer coaching, ILT, and specialist coaching; teachers/grade levels may attend outside professional development activities; teachers meet to discuss peer observations; teachers are given the opportunity to visit different classrooms/grade levels in each learning cycle</p>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	Character education is celebrated each month to reinforce citizenship traits; students are exposed to career information in science and social studies; Junior Achievement; Open House, after school program, book club;	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	School disciplinarian; parent-teacher conferences; community representative; social worker; school counselor; family nights that reflect culture; character education; school-wide detention policy with students/teachers/parents;	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	

### School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Safety and security plan, assertive discipline, detention policy, CPS Uniform Discipline Code; character education;</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
<b>NSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	Benchmark data reports sent home; grade level newsletter with quarterly expectations; Options for Knowledge information letter; 3rd Grade parent meeting to review benchmark grade expectations;		
	<b>Ongoing communication</b> ----->				<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	Notes from teacher, school web site, staff e-mail and voice mail information provided to parents, remediation plans, curriculum newsletter,		
<b>Bonding</b> ----->				<b>3</b>	



### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMEI</b>	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>Open-door policy for parents; family curriculum nights; parent committees (BAC, NCLB, LSC); parent field trips; student performances; parent university classes; parent computer classes; Bilingual family night; school-wide science fair; choir concert; spelling bee; awards ceremony; health and wellness fair; Open House; young authors;</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	Home visits by a few teachers; network with Onward House and Metropolitan Family Services and Crisis Centers; school nurse and social worker	
	<b>College &amp; Career Exploration and election</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	Students are exposed to career information in science and social studies; Junior Achievement	
<b>Academic Planning</b> ----->			<b>1</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	Family curriculum nights; open house; science fair; young authors; book club; DePaul tutors;		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>1</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	5th grade student newspaper; after school program; spelling bees; 4th / 5th grade student choir; book club; 5th grade play; science fair; young authors; Junior Achievement; patrol guard; color guard;		

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	Students are exposed to career information in science and social studies; Junior Achievement	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	Students receive information about college fair through Alderman's Office to take home	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	Kindergarten open house for Pre-K parents; 5th grade visit to Northwest Middle School; 3rd Grade parent meeting to explain CPS promotion policy;	

### School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	Reading in Motion; guided reading leveled book room created; ELD program; school funded after school program; professional reading books;		
	<b>Building a Team</b> ----->				<b>2</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	Grade Level Teachers are asked to participate in the interview process; Student teachers are first consider for positions; Applicants are screened for grade level best fit		
<b>Use of Time</b> ----->				<b>3</b>	

### School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>90 minute reading block created for primary grades in the A.M; 90 minute reading block created for intermediate grades in the A.M/P.M; Grade level common preps; C Day focused prep; RTI students receive small group instruction;</p>	

## 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

Schubert School will provide a caring environment, a standards-based academic curriculum and research-based instructional practices which will meet the needs of all our students. The school community will challenge all of our students by actively engaging them in learning and technology by relating the curriculum to real life experiences and be college and career ready.

**Vision Statement:**

The vision of Schubert School is to nurture all students so they become independent and life-long learners.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Reading: Provide research and Standards-Based reading instruction that both challenges and differentiates to meet the individual needs of each student based on beginning of the year screeners and progress monitoring.	We scored our school a "2" in instruction on SEF. We have a need to implement a rigorous curriculum using higher order thinking skills as we have 41% of students meeting or exceeding on Scantron in grades 3-5 and 53% of students keeping pace in reading. In grades K-2, 82% of students are meeting or exceeding early literacy benchmarks on DIBELS or IDEL.
2	Math: Provide research and standards-based Math instruction that both challenges and differentiates to meet the individual needs of each student based on beginning of the year screeners and progress monitoring.	We scored a "2" in instruction on SEF. We have a need to scaffold a more rigorous math curriculum that is differentiated as we have 56% of students meeting or exceeding on Scantron in grades 3-5 and 59% of students keeping pace in math. In grades K-2, 41% of students are meeting or exceeding Early Math benchmarks on MClass.
3	Technology: Integrate many forms of technology into standards based curriculum to engage all learners in instruction that both challenges and differentiates to meet the individual needs of each student based on beginning of the year screeners and progress monitoring.	Our analysis of school resources and achievement scores such as Scantron, shows that our students' needs and our technology resources are at a disconnect. We have underutilized technology. In order to provide career and college readiness we need to integrate technology across curriculum areas to challenge and differentiate instruction for all students in grades K-5, we need to prepare and give teachers the resources to do so.
4	Parent Involvement: Provide parents with academic information that will help them understand their child's academic goals in order to be successful learners and college and career ready.	We scored 47% on My School My Voice SY2011 Progress Report of the Parent Perception response in Engagement and 49% in Environment. Though we have been successful in parent participation of meetings and family nights, we need to work on informing parents of their child's academic work that is involved in their child's goals to ensure mastery of the common core standards.
5	School Environment/Supports: Provide the necessary personnel and materials to successfully create a supportive school culture.	Providing supports that influence an academic and caring school culture is related to achievement-related outcomes.

## 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
Reading: Provide research and Standards-Based reading instruction that both challenges and differentiates to meet the individual needs of each student based on beginning of the year screeners and progress monitoring.	We scored our school a "2" in instruction on SEF. We have a need to implement a rigorous curriculum using higher order thinking skills as we have 41% of students meeting or exceeding on Scantron in grades 3-5 and 53% of students keeping pace in reading. In grades K-2, 82% of students are meeting or exceeding early literacy benchmarks on DIBELS or IDEL.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administrative monitoring of student progress and program implementation with best practices in literacy.	Instruction	All	Principal/Literacy Coach	Quarter 1	On-going		
Conduct peer observation in all K-5 grades two times during the school year based on ILT Learning Cycle.	Instruction	All	Principal/Literacy Coach	Quarter 2	Quarter 4		
Continue funding consultant for the reinforcement of phonics through professional development of instructional techniques and ongoing coaching.	Professional Development	Other student group	Principal	Quarter 1	Quarter 4		
Designing and implementing an effective school-wide model of literacy implementing CCSS by the ILT.	Instruction	All	Principal	On-going	On-going		
Extended Day for Grade Level collaboration for unit planning, assessments, rubrics beyond scheduled collaboration time.	Professional Development	All	Literacy Coach	Quarter 1	On-going		
Fund afterschool program for grades 1-5, to include students who are not on the SES program list.	After School/ Extended Day	All	Curriculum Coordinator/Literacy Coach	Quarter 2	Quarter 3		
Fund extended day for ILT, CCSS and committee meetings.	After School/ Extended Day	All	Principal	On-going	On-going		
Continue funding full time Literacy Coach to provide PD and coherence of literacy program using evidence based best practices and strategies.	Staffing	All	Principal	On-going	On-going		
Fund part-time Interventionist to target Tier 3 students.	Staffing	All	Principal	Quarter 1	On-going		
Fund Pre-K expenses as per Early Childhood mandates, (supplies, textbooks, nutrition, fees) to enhance readiness skills in reading	Supplies	Other student group	Principal	On-going	On-going		
Fund substitute services for release of classroom teachers to attend PD during school, either at the school, network, or district, level.	Professional Development	All	Principal	On-going	On-going		
Continue funding two teachers to reduce class size	Staffing	Not Applicable	Principal	On-going	On-going		
Fund Grade Level attendance at external PDs on reading strategies and assessments.	Professional Development	All	Principal/Literacy Coach	Quarter 1	Quarter 1		

**Strategic Priority 1**

Provide funds for student field trips to support and enhance learning.	Other	All	Principal/Classroom Teacher	On-going	On-going		
Replenish phonics materials for primary students.	Instructional Materials	Other student group	Curriculum Coordinator/Literacy Coach	Quarter 1	Quarter 1		
School wide professional reads on effective use of assessment data to provide interventions.	Professional Development	All	Principal/Literacy Coach	Quarter 1	Quarter 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
Math: Provide research and standards-based Math instruction that both challenges and differentiates to meet the individual needs of each student based on beginning of the year screeners and progress monitoring.	We scored a "2" in instruction on SEF. We have a need to scaffold a more rigorous math curriculum that is differentiated as we have 56% of students meeting or exceeding on Scantron in grades 3-5 and 59% of students keeping pace in math. In grades K-2, 41% of students are meeting or exceeding Early Math benchmarks on MClass.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assess teachers needs with math program and provide ongoing PD in conjunction with consultant and Network ISLE.	Professional Development	Not Applicable	Curriculum Coordinator	On-going	On-going		
Complete quartely learning cycle and pacing with grade level implementing Mathematical Practices from CCSS school wide.	Instruction	All	Principal/ILT	Quarter 1	Quarter 4		
Conduct an audit of each classroom to verify what resources and math manipulatives are currently being used and what teachers are having difficulty with and why?	Instructional Materials	Not Applicable	Curriculum Coordinator	Quarter 1	Quarter 1		
Continue funding curriculum coordinator to assist with pacing, professional development, coordination of early math screeners, modeling and coaching.	Staffing	Not Applicable	Principal/ILT	On-going	On-going		
Integrate calculators in all grade levels K-5, in order to assist students with technology to become college and career ready.	Supplies	All	Curriculum Coordinator	Quarter 1	Quarter 1		
Provide early on RTI to students who are on the RTI watch list and have not succeeded with Tier 2 instruction after 4 weeks	Instruction	Other student group	Pprincipal/RTI Coordinator	On-going	On-going		
Replenish math materials as needed	Instructional Materials	All	Curriculum Coordinator	On-going	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
Technology: Integrate many forms of technology into standards based curriculum to engage all learners in instruction that both challenges and differentiates to meet the individual needs of each student based on beginning of the year screeners and progress monitoring.	Our analysis of school resources and achievement scores such as Scantron, shows that our students' needs and our technology resources are at a disconnect. We have underutilized technology. In order to provide career and college readiness we need to integrate technology across curriculum areas to challenge and differentiate instruction for all students in grades K-5, we need to prepare and give teachers the resources to do so.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue funding Technology Coordinator/Computer Teacher to assist with the development of computer programs by providing computer classes to grades 2-5 and providing PD and assist teachers with district programs (Gradebook, SIM, etc.)	Staffing	All	Principal	On-going	On-going		
Contract consultant services for a RTI/Enrichment software program that is available in both English and Spanish that has been proven to close the achievement gap through research and data.	Instruction	All	Principal/Tech. Coordinator	Quarter 1	Quarter 4		
Expand computer classes to include 2nd grade students to assist them in becoming college and career ready and preparing them for the CCSS assessments.	Instruction	Other student group	Computer Teacher	Quarter 1	Quarter 4		
Fund Instructional Aide for computer literacy in grades K-1	Staffing	Other student group	Principal/Tech. Coordinator	On-going	On-going		
Provide teachers with additional support on how to integrate technology in all content areas.	Professional Development	All	Tech Coordinator	On-going	On-going		
Tex XL Leasing Fees	Equipment/Technology	All	Principal/Tech. Coordinator	On-going	On-going		
Update computers that do not support the new operating system that will be needed for Common Core Assessments.	Equipment/Technology	Not Applicable	Tech Coordinator	On-going	On-going		

**Strategic Priority 3**


### Strategic Priority 4

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

Strategic Priority Description	Rationale
Parent Involvement: Provide parents with academic information that will help them understand their child's academic goals in order to be successful learners and college and career ready.	We scored 47% on My School My Voice SY2011 Progress Report of the Parent Perception response in Engagement and 49% in Environment. Though we have been successful in parent participation of meetings and family nights, we need to work on informing parents of their child's academic work that is involved in their child's goals to ensure mastery of the common core standards.

### Action Plan Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct school wide survey to assess the needs and interest of parents in the Schubert community.	Parental Involvement	All	Principal/School Community Rep.	Quarter 1	Quarter 1		
Continue family nights in curriculum areas but with an emphasis on academic learning and CCSS	Parental Involvement	All	Principal/Teachers	Quarter 1	On-going		
Continue funding School Community Representative for communication with parents and attendance monitoring.	Staffing	All	Principal	On-going	On-going		
Fund extended day bucket for ESPs to provide child care for parent workshops and other events.	Parental Involvement	All	Principal/Teachers	Quarter 1	On-going		
Provide parents with Home School Connection Newsletter to strengthen parent involvement.	Parental Involvement	All	Principal	Quarter 1	Quarter 4		
Provide parents with grade level expectations through quarterly grade level newsletter.	Parental Involvement	All	Curriculum Coordinator	Quarter 1	Quarter 4		
Expand The Latino Literacy Project to grades K and 2.	Parental Involvement	English Language Learners	Literacy Coach/Teacher	Quarter 2	Quarter 4		



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
School Environment/Supports: Provide the necessary personnel and materials to successfully create a supportive school culture.	Providing supports that influence an academic and caring school culture is related to achievement-related outcomes.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Fund a .5 Music Teacher to match a .5 from QES in order to support the FSD	Staffing	All	Principal	Quarter 1	On-going		
Fund an Art position to support the FSD	Staffing	All	Principal	Quarter 1	On-going		
Extended school day bucket for Choir/Music	After School/ Extended Day	All	Principal	Quarter 1	Quarter 4		
Extended school day bucket for ESPs to meet the needs of the school before and after school.	After School/ Extended Day	All	Principal	Quarter 1	Quarter 4		
Contractual services to support the FSD during lunch and recess by outside vendor.	Other	All	Principal	Quarter 1	Quarter 4		
Fund teachers' and school office copier	Other	All	Principal	On-going	On-going		
Fund Premium School Business Services	Other	All	Principal	Quarter 1	On-going		
Fund school office supplies	Supplies	All	Principal	Quarter 1	Quarter 1		
Extended day for Bilingual Coordinator	After School/ Extended Day	English Language Learners	Principal	Quarter 1	Quarter 4		