



**2012-2014 Continuous Improvement Work Plan**

**Washington D Smyser Elementary School**

O'Hare Elementary Network  
4310 N Melvina Ave Chicago, IL 60634  
ISBE ID: 150162990252459  
School ID: 610179  
Oracle ID: 25401



**Mission Statement**

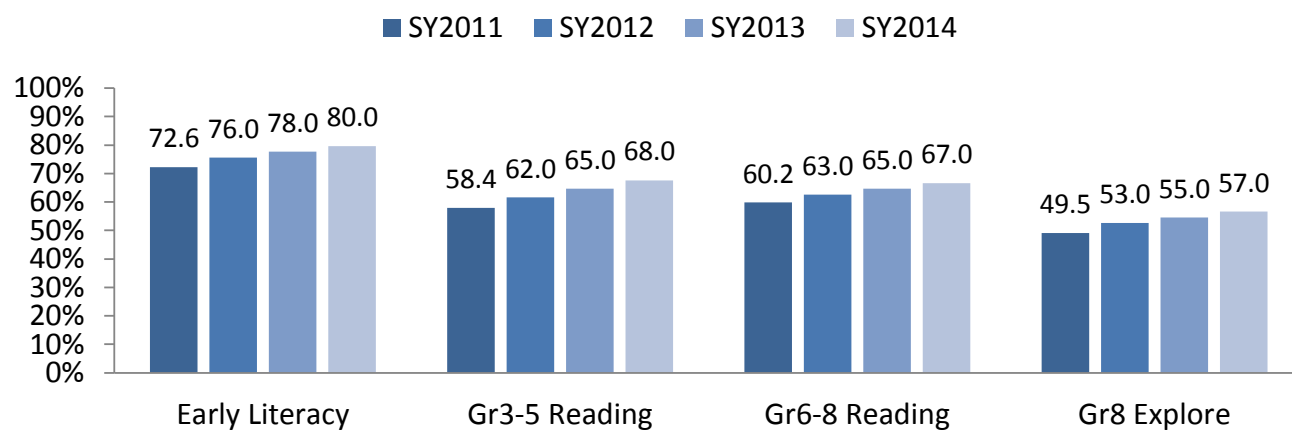
Our mission is to make Smyser School a great place to learn by emphasizing the needs of all students (general, gifted, bilingual and special needs including social, emotional and intellectual growth) through a rich and rewarding literacy and critical thinking curriculum, integrating technology and fostering an appreciation for the arts.

**Strategic Priorities**

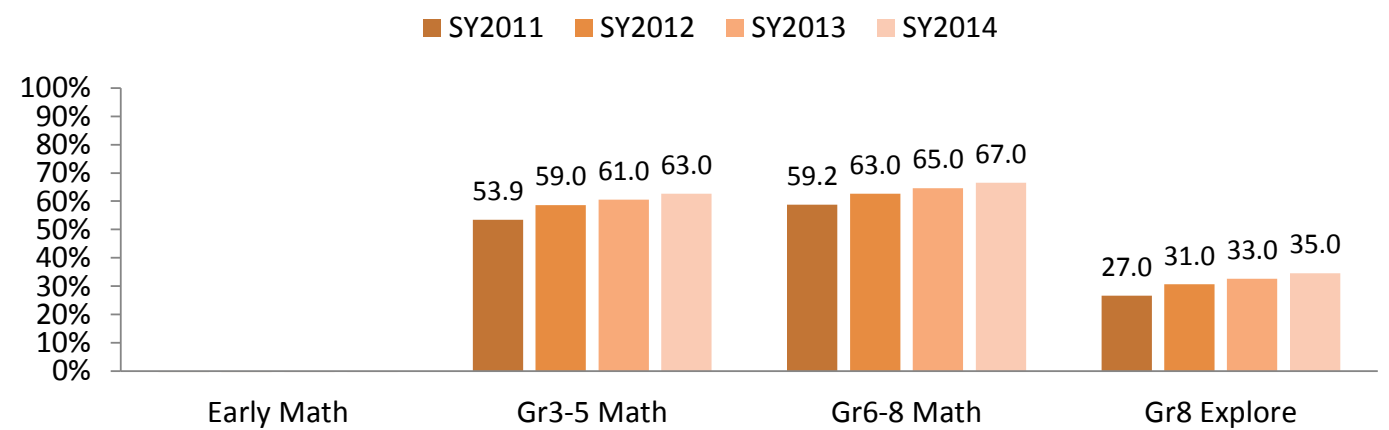
1. Develop instructional units anchored by Common Core State Standards and supported by high quality instructional materials to support College and Career Readiness goals.
2. Provide students with rigorous and dynamic learning opportunities to address College and Career Readiness goals.
3. Provide differentiated learning opportunities using DIBELS and NWEA data to support students in meeting/exceeding growth targets in reading, math, and science.
4. Increase parental knowledge and participation in College and Career Readiness goals.
5. Offer a balanced curriculum through the inclusion of fine arts, technology, and physical development while promoting a culture of calm.

**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:	Washington D Smyser 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
Jerry Travlos	Principal
Pedro Beiza	Assistant Principal
Elena Portera	Assistant Principal
Smyser Instructional Leadership Team (1): Parikh; Wade; Salvana; Knapstein; Cho; Bonnier	Classroom Teacher
Smyser Instructional Leadership Team (2): Gikas; Sokolowska; Alonso; Prokuski; Boyd; Salyers	Classroom Teacher
Smyser Local School Council Team (1): Kosiek; Kells; Kehoe; Edwards; Salvana; Sokolowska	LSC Member
Smyser Local School Council Team (2): Wasik; Byrne; Sanabria; Edwards; Lopez	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	72.6	76.0	78.0	80.0		<b>Early Math</b> % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	58.4	62.0	65.0	68.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	53.9	59.0	61.0	63.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	61.1	65.0	68.0	70.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	65.7	70.0	72.0	74.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	60.2	63.0	65.0	67.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	59.2	63.0	65.0	67.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	51.5	55.0	57.0	60.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	64.7	68.0	70.0	72.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	49.5	53.0	55.0	57.0		<b>Explore - Math</b> % of students at college readiness benchmark	27.0	31.0	33.0	35.0



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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	95.5	96.0	96.5	97.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	4.9	4.0	3.5	3.0

### State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	85.5	88.0	90.0	92.0		<b>ISAT - Reading</b> % of students exceeding state standards	27.4	31.0	35.0	40.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	92.2	93.0	94.0	95.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	36.5	41.0	46.0	50.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	83.5	86.0	88.0	90.0		<b>ISAT - Science</b> % of students exceeding state standards	22.3	26.0	30.0	35.0

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>4</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>Smyser School has established measurable goals for students, classrooms, grade levels, and schoolwide achievement using NWEA, DIBELS, and ISAT metrics.</p> <p>BOY and MOY data analysis are done to identify student strengths/weaknesses and areas of focus.</p> <p>Goals are articulated clearly to students and parents.</p>	
<b>DIMENSION 1: Leadership</b>	<b>Principal Leadership</b> ----->			<b>4</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>The principal creates a professional learning system that is enhanced by Smyser's strong Instructional Leadership Team.</p> <p>A clear vision is communicated for instructional best practices and expectations through professional development and informal/formal classroom visits.</p> <p>The principal forms strong bonds with members of the community and continuously provides them with information regarding school performance, student goals, and opportunities for involvement.</p>	

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<b>Teacher Leadership</b> ----->			<b>4</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>- Rtl 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>Each teacher is invested in the success of the school through leadership in one or more of the following committees: Smyser Instructional Leadership Team, PPLC, Grade Level Team Leader, Data Team, Bilingual Lead, CTU, and Grant Writing.</p>	



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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</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>	<p>The Smyser Instructional Leadership Team is a cohesive unit consisting of representatives from all grade levels and departments within the school. The team meets regularly to discuss school priorities, including analysis of qualitative and quantitative data to monitor the implementation of the school's plan.</p> <p>ILT members participate in network trainings and generally work towards preparing students for College and Career Readiness.</p>	<b>4</b>
<b>Monitoring and adjusting</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>	<p>At Smyser School, data is constantly analyzed at the classroom, grade, and school level to precisely meet the needs of all students.</p> <p>Data from interim, quarterly, DIBELS, NWEA, ISAT, and Common Core assessments are analyzed and organized onto Beginning of Year and Middle of Year worksheets for teachers to plan and instruct accordingly.</p>	<b>4</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</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>Grade level teams meet on a regular basis to implement common units and plans to support all students, especially those that receive ELL or Special Education services.</p> <p>Teachers work diligently to make sure that units are aligned to state or Common Core standards. Data is used to drive differentiation and grouping within classrooms.</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>Materials for core subject areas are provided and in place for all classrooms. Reading and math curriculum is consistent for grades K-5 and grades 6-8.</p> <p>Online instructional programs are available to all students.</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>4</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>Teachers use a comprehensive set of assessments including formative, summative, and modified assessments to monitor student learning on a frequent basis. Results from these tests are organized and available to be analyzed on a student, classroom, grade level, and schoolwide basis.</p> <p>Progress monitoring is conducted to closely assess student growth.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>4</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>Formative and summative assessments are regularly administered to monitor student progress and check for student comprehension. Teachers are continuously scaffolding instruction through the use of the Hess Matrix, Marzano 9, QAR, low and high level questioning, Guided Reading, and Workshops.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>3</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>	<p>Interventions at Smyser School are conducted in class by the general education teacher, and at some grade levels also by support personnel. This intervention can come in the form of Special Education co-teaching, RTI implementation, progress monitoring support from Special Education personnel, block scheduling, Saturday Academy, small group instruction, one-to-one instruction, use of BRI, and implementation of Compass Learning online program to enhance student learning. Also, daily interventions are done in the Primary Center with a specialist, and in the main building with a Reading Specialist for grades 3-5.</p>	
	<b>Whole staff professional development</b> ----->			<b>4</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>	<p>Professional development sessions at Smyser School are very focused and involve learning and reflection. The PDs are ongoing, pertinent, and aligned to school priorities.</p>	

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<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>4</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>	Teachers collaborate daily within their grade level teams to discuss strategies for instruction, and weekly to analyze formative assessment data. Teachers also continually meet with Special Education and ELL/Bilingual teachers to discuss student progress and next steps, and record conclusions in a collaboration log. Grade level teams and departments also meet with administration regularly to analyze data, and to talk about any grade level specific items.	
	<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>	The administrators at Smyser School act as instructional coaches. After formal or informal classroom visits are conducted, the teacher and administration meet to discuss feedback. Informal coaching is also conducted within teams.	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>4</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>	<p>Staff prepares students to be College and Career Ready through the use of higher level questioning by way of the Hess Matrix, implementation of the Smyser Essentials, and through discussion and application of each student's MAP goals.</p> <p>Students have opportunities for authentic leadership and student voice through in class activities, and by participation in our Student Council.</p>	
	<b>Relationships</b> ----->			<b>4</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>	<p>Students with disabilities have many opportunities to interact with peers especially during lunch/recess, and specials.</p> <p>Patterns of interaction between students and adults is always respectful and appropriate as is demonstrated on a daily basis through the mature conversations that take place.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>4</b>	
	<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>Smyser School has successfully created a safe, comfortable, and positive environment for students, staff, and the community. School discipline practices are in place and implemented.</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>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>4</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>	<p>The principal effectively provides information for families on school performance and other topics through the Smyser Sentinel, Smyser Website, Weekly Updates, and evening meetings.</p> <p>Teachers provide clear information for families on student expectations by way of welcome letters, classroom rules, emails, meetings, conferences, and phone calls.</p>	
	<b>Ongoing communication</b> ----->			<b>4</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>	<p>Teachers and other staff are constantly engaging in communication with families about their child's expectations and progress. Homework is posted online daily, the Parent Portal is available for parents to monitor their child's grades, Friday folders are sent home with all graded work from the week for parents to see, Report Card Pick Up and Curriculum Night provide opportunities for parents, teachers, and students to openly communicate.</p>	
	<b>Bonding</b> ----->			<b>4</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>Smyser School provides a plethora of opportunities for families and community members to participate in activities in the school community including Math/Science/Literacy Night, recitals, sporting events, Open House, fundraisers, the Talent Show, and PTO activities.</p>	



## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>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>	Specialized staff works with agencies both public and private to provide outreach to families and support student needs.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</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>	Eighth grade students take the Explore Test to measure future academic and career readiness. Also, frequent meetings between the counselor and students are conducted to discuss future plans.	
<b>Academic Planning</b> ----->			<b>3</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>	<p>At Smyser School we strive to provide a rigorous curriculum at all grade levels. Students are exposed to challenging questioning and are required to use higher order thinking skills.</p> <p>At the 8th grade level, a high school level Algebra class is offered to challenge students that normally excel beyond their grade level in mathematics.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</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>	<p>We pride ourselves on offering numerous extracurricular and enrichment courses.</p> <p>We have a thriving Band, Orchestra, and Choir program.</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>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>4</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>	Teachers rigorously prepare their students for the Explore Test and Common Core tests.	
	<b>College &amp; Career Admissions and Affordability</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>	N/A	
	<b>Transitions</b> ----->			<b>4</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>	Smyser School ensures effective transitions through the Step Up to Kindergarten program, and collaboration between teachers at different grade levels.	

**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>4</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>	<p>The administration is very active in writing grants. Funds that are received are always appropriately allocated to areas of greatest need, i.e. technological resources.</p> <p>Some teachers successfully acquire resources through funding from programs like Donors Choose.</p>	
	<b>Building a Team</b> ----->			<b>4</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>	<p>The hiring process at Smyser School is very involved. The hiring committee consists of various staff and LSC members. Multiple rounds are conducted, with teacher input provided along the way.</p>	
<b>Use of Time</b> ----->			<b>4</b>	
	<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>Struggling students receive additional support/intervention services from the general education teacher via RIT band grouping and progress monitoring.</p> <p>Time is allotted during the school day for teacher teams to meaningfully collaborate.</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

Our mission is to make Smyser School a great place to learn by emphasizing the needs of all students (general, gifted, bilingual and special needs including social, emotional and intellectual growth) through a rich and rewarding literacy and critical thinking curriculum, integrating technology and fostering an appreciation for the arts.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Develop instructional units anchored by Common Core State Standards and supported by high quality instructional materials to support College and Career Readiness goals.	Facilitate horizontal and vertical teacher collaboration to develop integrated units of instruction. Also, identify and purchase additional supplemental instructional materials aligned with the Common Core State Standards.
2	Provide students with rigorous and dynamic learning opportunities to address College and Career Readiness goals.	Examine planning and instructional practices using the Hess Matrix, the CPS Literacy and Math Content Frameworks, and CPS Framework for Teaching to insure the delivery of high quality instruction increasing the number of students exceeding on ISAT and meeting on EXPLORE.
3	Provide differentiated learning opportunities using DIBELS and NWEA data to support students in meeting/exceeding growth targets in reading, math, and science.	In an effort to meet 2014 Literacy, Math, and Science performance targets, data will be used to regroup students and provide targeted instruction using NWEA RIT/DesCartes Skills or DIBELS Progress Monitoring data.
4	Increase parental knowledge and participation in College and Career Readiness goals.	It is essential to educate parents on the Common Core State Standards and College and Career Readiness goals. Likewise, develop partnerships with parents to support teaching, learning, programming, extended learning opportunities, and technology connections.
5	Offer a balanced curriculum through the inclusion of fine arts, technology, and physical development while promoting a culture of calm.	Fully utilize the Full School Day by providing students with dynamic and enriching learning opportunities.



### 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
Develop instructional units anchored by Common Core State Standards and supported by high quality instructional materials to support College and Career Readiness goals.	Facilitate horizontal and vertical teacher collaboration to develop integrated units of instruction. Also, identify and purchase additional supplemental instructional materials aligned with the Common Core State Standards.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Inventory existing instructional materials.	Instructional Materials	Not Applicable	Beiza/Portera	Summer 2012			
Provide professional development to faculty and staff on Common Core State Standards.	Professional Development	Not Applicable	SILT	Summer 2012			
Provide professional development on "UBD & DI".	Professional Development	Not Applicable	Travlos Beiza Portera	Summer 2012			
Provide opportunities for teachers to unpack standards at all grade levels.	Professional Development	Not Applicable	SILT	Summer 2012			
Provide opportunities for the Smyser Instructional Leadership team to meet and monitor CIWP implementation- meetings, support, leadership, coaching.	ILT/ Teacher Teams	Not Applicable	Travlos	On-going			
Provide for peer collaboration, observation, and coaching to increase rigor.	ILT/ Teacher Teams	Not Applicable	Travlos	On-going			
High level unit/lesson planning with integrated and rigorous content connections.	ILT/ Teacher Teams	Not Applicable	Teachers	On-going			
Support specialty programming for students at exceeds allowing for independent, collaborative, and project oriented assignments.	Instruction	Other student group	Teachers	On-going			
Offer before/after/Saturday school interventions using NWEA RIT band data.	After School/ Extended Day	Other student group	Teachers	Quarter 1			
College and Career Readiness training for 6th/7th/8th grade students through AVID.	Instruction	Other student group	Travlos	Year 2			
Horizontal and vertical teacher collaboration.	ILT/ Teacher Teams	Not Applicable	SILT	Quarter 1			





**Strategic Priority 1**

Purchase high quality Common Core supplemental materials to support English Language Learners.	Instructional Materials	English Language Learners	Travlos/SILT	On-going			
Purchase high quality Common Core supplemental materials to support Special Education students.	Instructional Materials	Students With Disabilities	Travlos/SILT	On-going			
Purchase high quality supplemental material to support Common Core implementation- ELA.	Instructional Materials	All	Travlos/SILT	On-going			
Purchase high quality supplemental material to support Common Core implementation- Math.	Instructional Materials	All	Travlos/SILT	On-going			
Purchase high quality supplemental material to support Common Core implementation- Science.	Instructional Materials	All	Travlos/SILT	On-going			
Purchase high quality supplemental material to support Common Core implementation- Social Studies.	Instructional Materials	All	Travlos/SILT	On-going			
Utilize the CPS Literacy and Math frameworks.	Professional Development	Not Applicable	Teachers	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
Provide students with rigorous and dynamic learning opportunities to address College and Career Readiness goals.	Examine planning and instructional practices using the Hess Matrix, the CPS Literacy and Math Content Frameworks, and CPS Framework for Teaching to insure the delivery of high quality instruction increasing the number of students exceeding on ISAT and meeting on EXPLORE.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Integration of English Language Arts and Social Studies.	Instruction	All	Travlos/Teachers	Quarter 1			
Integration of Math and Science.	Instruction	All	Travlos/Teachers	Quarter 1			
Use the Hess Matrix to promote rigorous instructional practices.	Instruction	All	Travlos Beiza Portera	Quarter 1			
Formulate vertical map of College and Career Readiness essential skills for each grade level.	ILT/ Teacher Teams	Not Applicable	SILT	Summer 2012			
Develop "Smyser Systems" for vertical instructional continuity.	ILT/ Teacher Teams	Not Applicable	SILT	On-going			
Provide for instructional coaching and support for teachers.	ILT/ Teacher Teams	Not Applicable	Travlos Portera Beiza	On-going			
Provide for student voice and leadership opportunities.	Other	All	SILT/Prokuski	On-going			
College and Career Readiness awareness for all students.	Instruction	All	SILT	On-going			
After school extended learning opportunities- enrichment & remediation.	After School/ Extended Day	All	Travlos	Quarter 1			
Implement an "Accelerated Track" for students exceeding.	Instruction	Other student group	SILT	Quarter 1			
Increase the number of 8th grade students participating in Algebra.	Instruction	Other student group	Parikh/Dinella	Quarter 1			
Integration of Fine Arts into the core curriculum.	Instruction	All	SILT	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
Provide differentiated learning opportunities using DIBELS and NWEA data to support students in meeting/exceeding growth targets in reading, math, and science.	In an effort to meet 2014 Literacy, Math, and Science performance targets, data will be used to regroup students and provide targeted instruction using NWEA RIT/DesCartes Skills or DIBELS Progress Monitoring data.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Flexible grouping of students using NWEA Reading/Math RIT and DIBELS scores.	Instruction	All	Grade Level Leaders	Quarter 1			
Develop individual learning plans for students not on track to meet DIBELS/NWEA targets.	Instruction	Other student group	Teachers	Quarter 1			
Weekly grade level meetings to discuss student data.	ILT/ Teacher Teams	Not Applicable	Administration	Quarter 1			
Develop clear and concise intervention plans for students not meeting their NWEA/DIBELS targets or failing at the benchmark grades of 3/6/8.	ILT/ Teacher Teams	Not Applicable	Teachers	Quarter 1			
Professional development on RTI.	Professional Development	Not Applicable	Travlos Portera Berry	On-going			
Provide funding for faculty professional development on CCSS, CCR, and RTI.	Professional Development	Not Applicable	Travlos	On-going			
Provide for a Reading Specialist to organize student groupings, provide interventions, and analyze data.	Staffing	Other student group	Travlos	On-going			
Integrate RTI into master schedule for designated students.	Other	Other student group	Travlos	On-going			
Intergrate clinicians into grade level planning and the development of classroom intervention plans for students.	Professional Development	Not Applicable	Berry	On-going			
Professional development on ELL instructional strategies.	Instruction	Not Applicable	Beiza	On-going			





### 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
Increase parental knowledge and participation in College and Career Readiness goals.	It is essential to educate parents on the Common Core State Standards and College and Career Readiness goals. Likewise, develop partnerships with parents to support teaching, learning, programming, extended learning opportunities, and technology connections.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop College and Career Readiness content and skills expectations for students to be shared with parents.	Parental Involvement	Not Applicable	Teachers	Summer 2012			
Provide information and training to parents regarding Common Core State Standards.	Parental Involvement	Not Applicable	Travlos Beiza Portera	On-going			
Increase parent involvement in classrooms.	Parental Involvement	Not Applicable	Wasik	On-going			
Utilize parents/volunteers to optimize full school day schedules.	Parental Involvement	Not Applicable	Beiza	On-going			
Parent/guardian/volunteer recognition.	Parental Involvement	Not Applicable	Wasik/Wodrich	On-going			
Quarterly curriculum sharing.	Parental Involvement	Not Applicable	Travlos Beiza Portera	On-going			
School and classroom web postings and newsletters.	Parental Involvement	Not Applicable	Travlos	On-going			
The creation of College and Career Readiness expectations to be shared with parents.	Parental Involvement	Not Applicable	SILT	Summer 2012			
Offer additional training to teachers and parents so as to maximize Compass Learning Odyssey.	Parental Involvement	Not Applicable	Travlos	Summer 2012			
Parent training on helping their children with homework.	Parental Involvement	Not Applicable	Beiza/Portera	Year 2			



**Strategic Priority 4**








Strategic Priority 5

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