



2012-2014 Continuous Improvement Work Plan

Spencer Technology Academy

Austin-North Lawndale Elementary Network

214 N Lavergne Ave Chicago, IL 60644

ISBE ID: 150162990252462

School ID: 610183

Oracle ID: 25441



Mission Statement

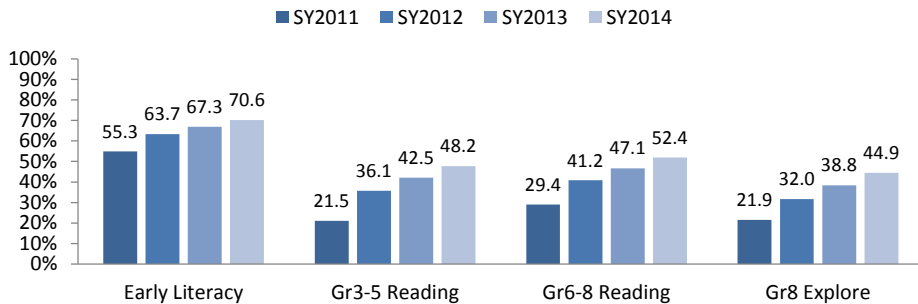
The mission of Spencer Elementary Technology Academy is to offer students a comprehensive curriculum that is engaging and encourages them to enjoy the process of learning. We are committed to providing students a quality education, encompassing Math, Science, and Reading, while utilizing technology and real life experiences as the means to enhance classroom instruction.

Strategic Priorities

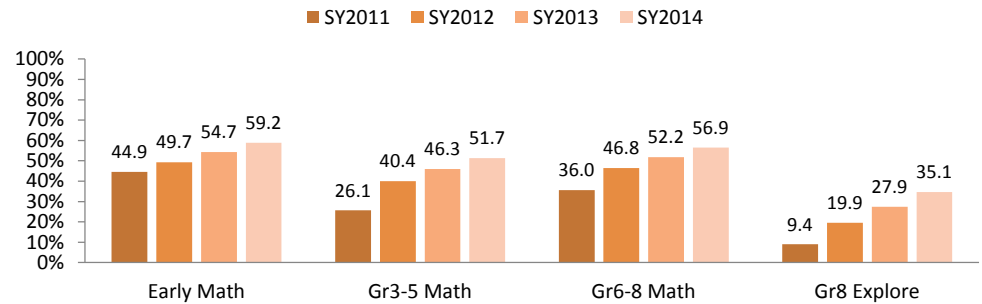
1. Effectively provide reading and math academic interventions to meet the needs of all of our learners whether they are below grade level or gifted based on beginning of the year assessments, consistently monitor progress, and make adjustments as necessary based on the data.
2. All teachers will formulate common core aligned daily learning objectives with measurable means of determining student proficiency.
3. Utilize CHAMPS as part of an effective classroom management plan that promotes an environment conducive to student learning and peer to peer support, and ensure that our building wide disciplinary practices are clear, cohesive and effective.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Spencer Technology Academy

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
Dr. Shawn Jackson	Principal
Dr. LeViis Haney	Assistant Principal
Romrie Cleaves-Weekley	Assistant Principal
Deborah Bradley	Lead/ Resource Teacher
Tracey Howse	Lead/ Resource Teacher
Cynthia Peterson	Support Staff
Edward Bonner	Lead/ Resource Teacher
Nyree Tucker	Counselor/Case Manager
Anna Ferguson	Parent/ Guardian
Yvonne Webster	Parent/ Guardian
Katherine Elders	Parent/ Guardian



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	55.3	63.7	67.3	70.6		Early Math % of students at Benchmark on mClass	44.9	49.7	54.7	59.2
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	21.5	36.1	42.5	48.2		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	26.1	40.4	46.3	51.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.0	60.5	64.5	68.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	50.0	56.6	61.0	64.9
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	29.4	41.2	47.1	52.4		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	36.0	46.8	52.2	56.9
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.4	60.6	64.6	68.1		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	56.6	61.5	65.3	68.8
8th Grade										
Explore - Reading % of students at college readiness benchmark	21.9	32.0	38.8	44.9		Explore - Math % of students at college readiness benchmark	9.4	19.9	27.9	35.1



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.5	93.0	94.0	95.0					
					Misconducts Rate of Misconducts (any) per 100	24.1	20.0	17.0	15.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	57.0	62.0	67.0	72.0		ISAT - Reading % of students exceeding state standards	11.0	19.9	27.9	35.1
ISAT - Mathematics % of students meeting or exceeding state standards	67.8	73.0	78.0	83.0		ISAT - Mathematics % of students exceeding state standards	10.7	21.7	29.6	36.6
ISAT - Science % of students meeting or exceeding state standards	59.4	64.0	69.0	74.0		ISAT - Science % of students exceeding state standards	5.0	8.0	10.0	12.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Spencer has created a plan to narrow the achievement gap that is based strongly on ISAT, Scantron, Dibels and Achieve scores.</p> <p>Teachers have been instructed to group students according to their instructional levels and use all testing information as a guide to target the particular areas of need for each student. Each student has their own personal measureable goals to increase their academic achievement and success. Grade levels also have targeted goals to achieve, as well as schoolwide goals.</p>	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> * The principal meets weekly with all grade levels and ancillary staff members to discuss data and strategies that have been implemented to improve instruction. *An FSD team has been created to ensure full implementation with all stakeholders being an integral part of the new schoolwide improvement. *The ILT has been created and led by the principal to improve schoolwide instruction and provide stable in house professional development for all staff members. *Professional developments have been created through a needs based assessment of teachers instructional and content area needs. *The principal has created an entire week that is dedicated to college and career readiness that involves all parents and the community. Former students serve as role models and instructors during particular "College and Career Succes Simulations". *All Cluste Parent Collaborative Title 1 meetings are held at our schools to ensure parent and community involvement to the 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Each teacher on the staff is involved in a variety of leadership opportunities within the school such as:</p> <ul style="list-style-type: none"> ILT-Each grade level has a teacher representative that participates in the meetings on biweekly basis -Grade Level Team-Each grade level, including special education and ancillary have a chair person that meets bi-weekly with the principal or assistant principal to discuss data and current trends to improve instruction -Mentor Teacher-We have partnerships with several universities and colleges, teachers serve as cooperating mentors to students that want to enter the profession of teaching. -CIWP- Meets on a weekly basis to review and input information that is necessary to the development of the document -Data team- Reviews all current and past relevant data to improve the instructional practices of teachers for student growth and development. - Teachers are encouraged to voice their concerns/appreciations during staff meetings and other committee meetings - Teachers are encouraged to participate in outside professional development opportunities. 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			2
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> * ILT consists of a teacher from each grade level, administration and ancillary staff that meet on a regular basis to discuss and implement the schools theory of action and its plan for student success *The team reviews current data and makes adjustments for planned future success *The ILT presents during staff meetings and supplementary meetings. The ILT also shares information through schoolwide letters sent through CPS e-mail *All staff members are able to communicate with the ILT through minutes, e-mails, google docs,etc, as well as participation in meetings. *The ILT uses google docs to gain feedback from staff about particular changes and practices of the school *The ILT review all data on a monthly basis as soon as it is posted for review. Each member looks at the data individually, then collectively as a team on team day 	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<ul style="list-style-type: none"> *The ILT members review data and important information. Pertinent information and goals are shared with grade levels *The grade levels identify areas of need that are conveyed to the ILT and administration staff through meetings and grade level meeting notes and minutes *Classroom teachers are held accountable for identified data of identified students *Teachers meet with the grade level chair to work on suggested strategies to improve instruction and student success 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Several programs have been purchased to give additional support for students in science *In order for students to access the most current and up to date information, students use more technology such as iPads to access the curriculum *Teachers integrate more technology in order to have students master the concepts introduced and taught *Students with disabilities are included/mainstreamed to the maximum extent possible according to their ability levels set forth in their IEP's *Students with disabilities are introduced to the same content and curriculum as their grade level non-disabled peers at their individual level *Teachers are working collaboratively on creating a pacing and scope/sequence in the all content areas to address CCSS 	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Teachers are aligning current instructional materials with the CCSS. *The school has purchased additional supplementary materials that are aligned with the CCSS in order to supply support for teacher instruction and to set a guideline for student learning. *Students with disabilities are included in all decisions made regarding curriculum and instructional materials. They will receive the same materials at their grade level. Teachers will make modifications and accommodations for all students at their instructional levels per their IEP's. 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> *Each classroom has a display of their ISAT scores and their attendance rate for each month. The display is outside of the classroom on the door. *Upon entering the school building, the first floor showcases the data relevant for the entire school for current schoolwide assessments. *The bulletin board outside of the main office in both buildings has a green, yellow and red attendance data sheet that explains to all stakeholders and visitors our goals and current status in daily attendance. *We have a data room that is focused solely on analyzing the data of the school. Most meetings take place in this room to make it an automatic reflective practice to always address the data. *All assessment methods are aligned with current standards and those of CCSS. Formative and summative assessments address the skills and techniques that must be mastered in order for a student to make academic achievements. *All assessments address the needs of students with disabilities 	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> *Teachers have been trained on teaching rigor with fidelity in order to have students make academic gains and achievements. *Teachers have begun to master the process and demands of differentiated instruction in order to have students succeed. *Each teacher keeps a data binder and they review all assessment data with their grade level to measure growth and areas of need. *Teachers use a variety of methods for instruction including, but not limited to Socratic circles, small group, peer to peer, virtual learning, etc. *Teachers use multiple areas of technology to tap into a students prior knowledge, introduce material, instruct and assess using computers, iPads, iPods and several different software programs that are aligned with CCSS. *In order to ensure that students master the concepts being taught, teachers collaborate cross curricula so that students are able to understand the whole concept in a specific area of learning 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> The RtI process is used at the school with some fidelity to identify students that are in need, academically and behaviorally. Achieve 3000 is used as a support to address the needs of students that warrant academic support The current and next years' schedule has been created so that ancillary staff are able to take small groups of students in the morning and afternoon to offer math, reading and science support for students. This in turn allows classroom teachers to work with smaller groups of students to focus on more academic needs of deficiency and rigor. The administrative team frequently reviews the data binders of teachers to ensure that intervention procedures are in place Special education teachers offer three voluntary professional developments a year to address teachers concerns of students that may need additional supports, but 	
	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> Professional development days are used to share all schoolwide data with all stakeholders. Teachers meet with grade levels and vertical teams to discuss the data and the implications from the information shared Teachers must complete surveys and google docs as an evaluation tool for the administration to assess the effectiveness of the PD All professional developments are aligned with CCSS and teaching standards for teachers according to ISBE Professional developments are broken up by grade levels and discipline areas, but not according to special education or non-special education, they are all inclusive 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> *Grade level team meetings have an agenda for each meeting and the minutes are given to the administrative team. *Grade level team meetings are held weekly and vertical team meetings are held once a month. *Special education teachers hold their own meetings to address mandated materials in their student's IEP's, and they also meet with their grade level once a week. *Every grade level has common planning time to maximize the opportunities that they have in increasing student growth. *Teachers attend conferences sponsored by professional academic organizations to increase their instructional skills. Teachers that attend the conferences share the information that they have learned with the entire staff. *All teachers are encouraged to attend at least one conference per semester. *Teachers rotate and take turns attending conferences sponsored by 	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> *All teachers that have four years or less of teaching have a coach/teacher mentor *Teachers that are identified as veteran and need support are given support from their grade level chair person and one other teacher in the building *Peer observations are used as a tool to support teacher learning and areas of need *Network personnel are used to help support areas of need for teachers *Consultants are used to give support and alternative ideas to help improve student academic and behavioral support 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>All staff members reinforce school expectations for students to aspire to be college ready by aligning lessons to the Common Core Standards.</p> <p>All teachers expose students to requirements for entry into various colleges through in depth college research projects.</p> <p>Spencer maintains a college-going culture with college week activities which culminates in a college parade.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Spencer features a wide variety of student programs that promote positive interactions between students and teachers beyond the classroom.</p> <p>Social worker, Dean, and Administrators work collaboratively in counseling at risk students.</p> <p>Students with disabilities are fully incorporated into the school community with several opportunities to interact with peers in resource classes such as gym, art, and science, and during special programming.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Spencer has a school wide discipline approach based on the usage of academic interventions as well as behavioral interventions.</p> <p>Spencer maintains a low number of out of school suspensions by utilizing alternate disciplinary measures such as afterschool detention, in-school suspension, counseling, and saturday academy.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Dr. Jackson with the assistance of his ILT team, identified school target goals for improvement and effectively articulated them to the school community by sending information via newsletters and blast phone calls, and encouraged students to make their parents aware of goals. Students were also issued t-shirts that summarized school goals.</p> <p>Most teachers communicate grade level standards and expectations and provide supplementary materials designed to allow parents to help students with school work.</p>	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers and school staff utilize multiple means of ongoing two way communication such as one on one remediation planning, open house, home phone calls, and family conferences.</p>	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Spencer established a non-threatening welcoming environment beginning with our school clerks who are trained to address all parents as they enter the door with a smile and an assurance that their needs will be met in a timely manner.</p> <p>Dr. Jackson leads the building in motivating families and the community to be engaged in Spencer by supporting the offering of multiple programs offered in the school to meet their varying learning needs. By providing enriching experiences for our parents and community, we reinforce their role as our children's first teachers.</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
Specialized support ----->				2
<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	While we provide access to vision and hearing screenings, school social worker support, and some collaboration with outside agencies, more work needs to be done in establishing relationships with outside social services agencies.		
College & Career Exploration and election ----->				4
<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Students are exposed to many different colleges and their programming through the development of student research activities, college presentations, video informational sessions, and teacher presentations.		
Academic Planning ----->				2
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Spencer teachers prepare students for college with a rigorous academic program based on Common Core State Standards. Each lesson must be closely aligned with the standards and lesson objectives for each lesson must be made clear to all students.		
Enrichment & Extracurricular Engagement ----->				3
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	Spencer provides several extracurricular activities which are designed to meet the many needs of our students. We provide before and after school programs directed at potential "exceeds" students, we provide before and afterschool programs for students		

N 6: College and Career Readiness Supports

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
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Spencer promotes preparation and strong performance in college assessments by closely aligning lesson content to the Common Core State Standards.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 		
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Currently, we prepare for student transitions into the next grade by examining the student population for each classroom and scheduling students based on behavioral patterns and academic performance to ensure that each class has a proper mixture of below, meets and exceeds students.</p> <p>Most teachers provide parents with information concerning areas of focus for the upcoming school year, a book list, and needed supplies.</p>	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				3
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Discretionary spending is strategically executed to meet the unique needs of Spencer (ex. Dean of Students, 2nd Assistant Principal), technology coordinator, ect.</p> <p>Spencer actively pursues opportunities for outside funding and community partnerships (ex. School of One, iPad grants, City Year, ect.)</p>		
	Building a Team ----->				3
<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Spencer maintains a pool of highly qualified teacher candidates through university relationship and student teachers.</p> <p>A multistep interview process is employed for every teacher hire, which includes a sample teaching lesson. All administrators are involved in the hiring process.</p> <p>Grade level teams are also involved in the teacher hiring process in order to accurately assess grade level/content knowledge and expertise.</p>			
Use of Time ----->				2	
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>The Full School Day schedule has been designed to meet the needs of our students, which allows for academic interventions to take place throughout the course of the school day which will be adapted to fit the unique needs of our students.</p>			

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

The mission of Spencer Elementary Technology Academy is to offer students a comprehensive curriculum that is engaging and encourages them to enjoy the process of learning. We are committed to providing students a quality education, encompassing Math, Science, and Reading, while utilizing technology and real life experiences as the means to enhance classroom instruction.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Effectively provide reading and math academic interventions to meet the needs of all of our learners whether they are below grade level or gifted based on beginning of the year assessments, consistently monitor progress, and make adjustments as necessary based on the data.	We scored our school a "2" in "Use of Time" on the SEF. By ensuring that our FSD schedule has sufficient built in time for implementing interventions, providing professional development opportunities related to differentiating instruction and consistently monitoring progress, students will be able to make gains on reading and math assessments.
2	All teachers will formulate common core aligned daily learning objectives with measurable means of determining student proficiency.	As a common core pilot school, 67% of our teachers wrote lesson objectives based on CCSS, and checked for understanding at the end of the lesson.
3	Utilize CHAMPS as part of an effective classroom management plan that promotes an environment conducive to student learning and peer to peer support, and ensure that our building wide disciplinary practices are clear, cohesive and effective.	We scored a "35" in the "Safety" measure according to the Five Essentials Report, which was considered low. This measure asked if students feel safe both in and around the school building. We scored a "57" in the "Peer Support for Academic Work" which was average. To improve upon those measures, the academic environment must be conducive for student learning with minimum distractions.
4	Optional	
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Effectively provide reading and math academic interventions to meet the needs of all of our learners whether they are below grade level or gifted based on beginning of the year assessments, consistently monitor progress, and make adjustments as necessary based on the data.	We scored our school a "2" in "Use of Time" on the SEF. By ensuring that our FSD schedule has sufficient built in time for implementing interventions, providing professional development opportunities related to differentiating instruction and consistently monitoring progress, students will be able to make gains on reading and math assessments.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing data-based RTI academic interventions custom tailored for each individual student. Professional development will be completed by the end of quarter 1.	Professional Development	All	Administration	Summer 2012	Quarter 1	On-Track	
To provide targeted intervention for students who are at risk or performing below grade level by utilizing: Differentiated instructional strategies which are linked to best-practice teaching, Increase the time use of manipulatives. and frequent progress monitoring of target students who are at tiers 2 and 3 in Response to Intervention program. Students will be identified utilizing data from Scantron/NWEA for grades 3-8, and DIBELS/mClass BOY data.	Instruction	All	Teachers	Quarter 1	On-going	On-Track	
Teachers will integrate technology tools and resources into the curriculum as a means to enhance, motivate, and support instruction and utilize adaptive technology as a means to differentiate instruction	Instruction	All	Teachers	Quarter 1	On-going	On-Track	
Utilize data to determine additional after school supports that will boost student academic achievement.	After School/ Extended Day	All	Instructional Leadership Team	Summer 2012	Summer 2012	On-Track	
After and Before school program that identifies students that can be moved from meets to exceeds. Scantron/NWEA data will be utilized to determine which students qualify for the program	After School/ Extended Day	Other student group	Instructional Leadership Team	Quarter 1	Quarter 3	On-Track	
Reach a 90% or greater Achieve 3000 usage percentage by the end of the second quarter	Instruction	All	Teachers	Quarter 1	Quarter 2	On-Track	



Strategic Priority 1

Supply teachers with supplementary guided reading materials to assist in differentiating reading instructional level	Instructional Materials	All	Administration	Quarter 1	Quarter 1	On-Track	
Set up individual teacher meetings with at least 90% of K-2 parents and issue individual intervention packets to support parent involvement with academic interventions	Parental Involvement	All	Teachers	Quarter 1	Quarter 1	On-Track	

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
All teachers will formulate common core aligned daily learning objectives with measurable means of determining student proficiency.	As a common core pilot school, 67% of our teachers wrote lesson objectives based on CCSS, and checked for understanding at the end of the lesson.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
100% of all reading teachers will have attended at least two professional development sessions related to aligning reading instruction to CCSS by the end of the school year. PD dates will be made available to teachers by administration once it is made available in CPS University.	Professional Development	All	Administration	Summer 2012	Summer 2013	On-Track	
100% of all math teachers will have attended at least two professional development sessions related to aligning reading instruction to CCSS by the end of the school year. PD dates will be made available to teachers by administration once it is made available in CPS University.	Professional Development	All	Administration	Summer 2012	Summer 2013	On-Track	
100% of all teachers will have attended at least one professional development session related to including research-based strategies in the teaching of the Common Core State Standards by the end of the school year. PD dates will be made available to teachers by administration once it is made available in CPS University.	Instruction	All	Instructional Leadership Team	Summer 2012	Summer 2013	On-Track	
Host parent night in order to articulate the rigor of the new CCSS to parents and community members with a 40% or greater attendance rate.	Parental Involvement	All	Instructional Leadership Team	Quarter 1	Quarter 1	On-Track	
Host technology fair where students will exhibit how they have met CCSS proficiency utilizing technology as a means to demonstrate learning.	Equipment/Technology	All	Instructional Leadership Team	Quarter 2	Quarter 3	On-Track	
100% of all teacher teams will have successfully compiled curriculum maps aligned with the CCSS.	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 1	On-Track	



Strategic Priority 2

100% of all teacher teams will demonstrate how they have utilized data to drive their instructional decision making regarding planning CCSS aligned instruction.	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 1	On-Track	
100% of all teachers will present improvement that articulates current data, goals and plans to help students reach goals.	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 2	On-Track	

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
Utilize CHAMPS as part of an effective classroom management plan that promotes an environment conducive to student learning and peer to peer support, and ensure that our building wide disciplinary practices are clear, cohesive and effective.	We scored a "35" in the "Safety" measure according to the Five Essentials Report, which was considered low. This measure asked if students feel safe both in and around the school building. We scored a "57" in the "Peer Support for Academic Work" which was average. To improve upon those measures, the academic environment must be conducive for student learning with minimum distractions.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Send all teachers who haven't gone to CHAMPS training to the June 27th CHAMPS training (2 teachers)	Professional Development	All	Administration	On-going	Summer 2012	On-Track	
Review disciplinary referral process, ensuring that behavioral interventions are being utilized before student removal from the classroom.	Other	All	Instructional Leadership Team	Summer 2012	On-going	On-Track	Disciplinarians will review internal referrals as they are submitted to check for prior implementation of behavioral interventions prior to referral to the discipline office. All referrals that are flagged for not containing evidence of prior behavioral interventions will be referred to assistant principals for further review.
Ensure that students who have exhibited problematic behaviors are appropriately receiving RTI supports.	ILT/ Teacher Teams	All	ILT/Counseling Staff	Quarter 1	On-going	On-Track	Counselor will perform a monthly review of all students who have been referred for RTI supports to ensure that teachers are properly developing appropriate academic/behavioral interventions, monitoring progress, and documenting results. Counselor will provide necessary supports as a result of review. Review will be submitted to principal monthly.
Meet with 100% of parents with chronic disciplinary issues to discuss what is working and what further support is necessary for student success in the classroom.	Parental Involvement	All	Administration	On-going	On-going	On-Track	
Allow 100% of teachers to observe teacher colleagues who are implementing CHAMPS principles effectively.	ILT/ Teacher Teams	All	Administration	Quarter 1	Quarter 1	On-Track	
Develop 5 school wide rules that will be consistently applied throughout the school building	ILT/ Teacher Teams	All	Teachers/Administration	Quarter 1	Quarter 1	On-Track	



Strategic Priority 3							
Implement one incentive per quarter designed to encourage acceptable classroom behavior	Supplies	All	Administration	Quarter 1	Quarter 4	On-Track	
After school detention will be issued for all students when they have accrued three correctly formulated teacher misconduct referrals.	ILT/ Teacher Teams	All	Teachers/Administration	Quarter 1	On-going	On-Track	

