



## 2012-2014 Continuous Improvement Work Plan

# John Spry Elementary Community School

Pilsen-Little Village Elementary Network

2400 S Marshall Blvd Chicago, IL 60623

ISBE ID: 150162990252469

School ID: 610184

Oracle ID: 25451



### Mission Statement

Our mission at John Spry Community School is to provide a quality learning experience by using the Common Core State Standards, integrating bilingual education, the Fine & Performing Arts and technology while nurturing the whole child for college and career readiness in a global community.

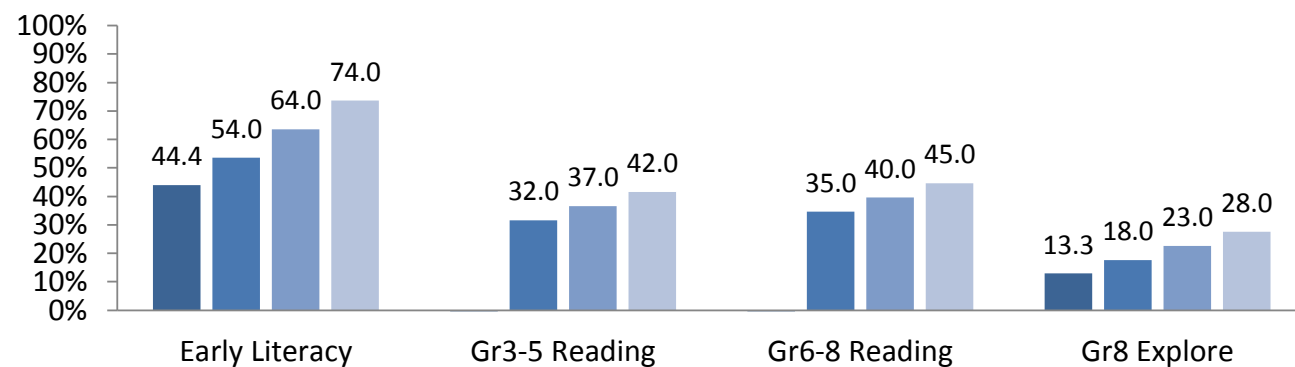
### Strategic Priorities

1. Utilizing our powerful practices of mini lessons, guided reading /small group instruction teachers will align their literacy instruction to the rigor of the common core standards.
2. Utilizing our Powerful Practice of small group instruction and mini lessons teachers will align their math instruction to the rigor of the Common Core State Standards.
3. Teachers will implement intervention, enrichment, and acceleration at grade levels during the IEA Block to meet the the students' needs using a software program and other materials.
4. Provide effective native language instruction aligned to the WIDA Spanish Language Standards.

### School Performance Goals

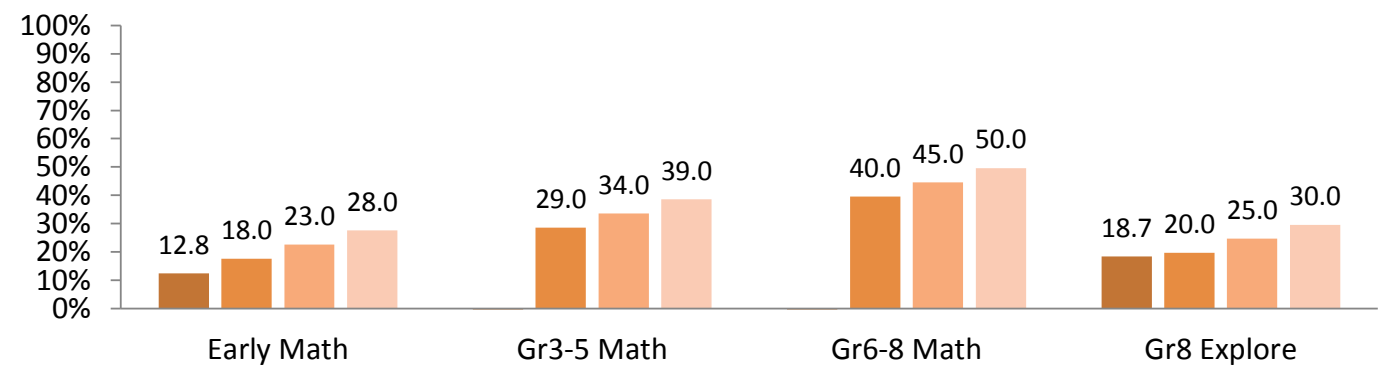
#### Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



#### Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





# Continuous Improvement Work Plan 2012 - 2014



## Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at [www.cps.edu/CIWP](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:	John Spry Elementary Community 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
Nilda Medina	Principal
Laura Garcia-Graham	Assistant Principal
Martin Anderson	Classroom Teacher
Maribel Delgadillo	Classroom Teacher
Elvira Martinez-Arroyo	Classroom Teacher
Mathew Rojas	Special Education Faculty
Sydney Davis	Special Education Faculty
Delia Garcia	Other
Pablo Guzman	ELL Teacher
May Harvey	Other
Carol Aguilar	Lead/ Resource Teacher
Marina Lopez	Classroom Teacher



## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	44.4	54.0	64.0	74.0		<b>Early Math</b> % of students at Benchmark on mClass	12.8	18.0	23.0	28.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	NDA	32.0	37.0	42.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	NDA	29.0	34.0	39.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	NDA	59.0	61.0	63.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	NDA	61.0	64.0	67.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	NDA	35.0	40.0	45.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	NDA	40.0	45.0	50.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	NDA	51.0	56.0	62.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	NDA	65.0	67.0	69.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	13.3	18.0	23.0	28.0		<b>Explore - Math</b> % of students at college readiness benchmark	18.7	20.0	25.0	30.0



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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	96.2	96.7	97.1	97.5					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	5.9	5.4	4.9	4.5

### State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	62.7	65.0	67.0	70.0		<b>ISAT - Reading</b> % of students exceeding state standards	7.3	9.0	11.0	13.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	77.6	80.0	83.0	86.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	17.9	20.0	22.0	24.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	61.6	64.0	67.0	70.0		<b>ISAT - Science</b> % of students exceeding state standards	5.0	7.0	9.0	11.0

**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>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>Our ILT created three Learning Cycles with Mini Lessons as our powerful practice. For our first learning cycle we used a universal assessment for all grade levels on analyzing author's technique. As a baseline 57% of our students were meeting/exceeding we set a goal of increasing that number to 62% at the end of the cycle. For our final Learning Cycle we decided to use NWEA data and had 39% of our students meeting their growth target we set a goal of increasing that number to 45% at the end of the cycle.</p>	
<b>DIMENSION 1: Leadership</b>	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Through formal observations the administration provided feedback specific to best teaching practices. Based on these recommendations, administration encouraged teachers to attend Professional Development, conferences and workshops related to these practices.</p> <p>Administration conducted a needs assessment survey with teachers to determine their understanding of Balanced Literacy. The results of the survey indicated that teachers needed more information regarding Balanced Literacy. In order to move forward with our Theory of Action, administration encouraged teachers to attend workshops and professional development around mini-lessons and guided reading to strengthen our reading curriculum.</p> <p>At the beginning of the school year, administration with the assistance of the science committee, conducted a needs assessment survey to determine the needs of teachers around science. As a result of the survey, administration decided to make the scientific method a priority for the first quarter.</p> <p>Administration informed parents of all State and local academic expectations during parent meetings, phone calls, conferences with classroom teachers (during report card pick-up days and otherwise), through progress reports and monthly parent bulletins sent home. Administration encouraged parents to engage with the school in order to empower families and extend learning into the home, which positively contributed to student academic performance.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>• A core group of teachers performs most leadership duties at Spry, however...</li> <li>• Most teachers are invested in the success of our school through participation in various committees, including (but not limited to):               <ul style="list-style-type: none"> <li>o ILT</li> <li>o Grade-level Learning Networks</li> <li>o Rtl team</li> <li>o Math/Literacy/Science committees</li> <li>o Coaching</li> <li>o Mentorships</li> <li>o Family liaison</li> <li>o Data Lead</li> <li>o Bilingual Lead</li> <li>o Union Representative</li> </ul> </li> <li>• Teachers make themselves available for peer coaching, lesson planning, and other meetings</li> <li>• Each teacher has a voice and is welcome to share opinions during staff meetings</li> <li>• Each teacher is encouraged to share learning from PDs with peers</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instructional Leadership Team (ILT)</b> -----&gt;</p>			<p><b>4</b></p>
<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>Our ILT is composed of classroom teachers from each grade level band, lead and bilingual literacy teachers, administration, two special ed. teachers and technology coordinator. This gives us a complete perspective from which to make decisions. As part of our Learning Cycle work we have ensured that 100% of our teachers have received professional development on our powerful lever of practice; <i>mini-lessons</i>. As part of our Learning Cycles our teachers have met by grade level to read and discuss weekly professional articles. The ILT has also modeled the use of the NSRF Tuning Protocol for our staff and teachers use it to analyze student work. We encourage two way communication by having teacher feedback be a part of our weekly meetings. This feedback is facilitated by the classroom teachers who are members of the ILT. Open reflective discussion is part of our practice when we analyze our professional development sessions and our learning cycle implementation.</p>	
<p><b>Monitoring and adjusting</b> -----&gt;</p>			<p><b>4</b></p>
<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>	<ul style="list-style-type: none"> <li>• Data is analyzed at the school level as well as the classroom level.</li> <li>• Custom reports are built regularly to show student achievement and growth.</li> <li>• Teachers regularly use data (MAP, DIBEL/IDEL, common assessments) to adjust student groupings and focus.</li> <li>• Individual student growth, class-wide growth, grade-wide growth, and school-wide growth are tracked.</li> <li>• Data is analyzed at the school level as well as the classroom level.</li> <li>• Custom reports are built regularly to show student achievement and growth.</li> <li>• Teachers regularly use data (MAP, DIBEL/IDEL, common assessments) to adjust student groupings and focus.</li> <li>• Individual student growth, class-wide growth, grade-wide growth, and school-wide growth are tracked.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level is currently using the DePaul Curriculum map that which lays out each reading skill to be taught as aligned to the Common Core Standards.</li> <li>Each grade level created a math curriculum map at the beginning of the school. The curriculum map is laid out to indicate the math discipline to be taught and what skills each grade level will focus on to accomplish that skill and then to which standards they are aligned. However, the standards are aligned to Illinois State Standards, not to Common Core</li> <li>With each subject and grade level, our school has created a list of academic vocabulary that should be taught along side the skill to make our curriculum more rigorous</li> <li>Short and long term plans do not consistently differentiate by learner need.</li> </ul>	
	<b>Instructional materials</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>3 - 5 instructional math material is 10 years old.</li> <li>Reading materials were not at student independent reading level across all grade levels therefore not meeting students needs.</li> <li>Moving forward, we will incorporate our new Fountas and Pinnell library across all grade levels.</li> </ul>	
<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>3</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>	<ul style="list-style-type: none"> <li>• Each grade level team receives their data from benchmark assessments immediately and is encouraged to use it to guide their instruction. Professional development has been provided to support teachers with this task</li> <li>• K-8th uses Access for bilingual students; K-2 uses the following screening, diagnostic, and benchmark assessments, DIBELS/ IDEL, mClass Math, Reading 3D, 2-8th uses NWEA as a benchmark assessment and screening assessment.</li> <li>• Within grade levels weekly formative/summative assessments are required to monitor student learning</li> <li>• Our classroom assessments include student work, constructed response. Quizzes (formatives assessments), and tests</li> <li>• Appropriate accommodations and modifications have been made for all students.</li> <li>• Our assessments currently exclude performance tasks, but we have begun developing them for the following school year</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>• Communication is inconsistent across grade level.</li> <li>• High level questioning is not consistent across all grade levels, however, we are working towards incorporating more rigorous questioning and content instruction.</li> <li>• 95% of our staff use mini-lessons in language arts instruction and are moving away from whole group instruction. This allows for more scaffolding and differentiation.</li> <li>• We use common assessments by grade level to assess students and look at our assessments by grade level and individually. Accommodations and modifications are done for all students.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a planned, evidence-based approach to identify students needing more severe interventions.</li> <li>After gathering data (e.g. parent conversations, assessment data, work samples, student behavior notes, and anecdotal evidence), students are promoted to Tier II.</li> <li>Students grades K-2 in the "Intensive" level of DIBELs/IDEL assessment are provided daily interventions.</li> <li>Interventions are monitored by our Rtl team, who meet regularly with teachers to gauge effectiveness.</li> <li>Interventions in grades 3-8 include small group instruction, walk-in reading/math, one-on-one support, and before/after school support.</li> </ul> <p>2011 – 2012 was the first school year that school wide Rtl was implemented therefore we are still developing and improving the system by which to identify students needs (both intervention and enrichment) and communicate student progress. While we do focus on students with special needs and ELLs, we haven't focused on improving student performance with respect to the CCSS.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>We create our Learning Cycles, which include our Powerful Practice, to inform ongoing professional development and focus on teaching and improving the effective implementation of the lever in teacher's instruction. This way we are able to differentiate our Professional Development according to the teachers' needs.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teachers meet once a week to plan weekly instruction and assess instruction. Special educators, Bilingual teachers, and General Teachers all meet together to analyze data and plan weekly instruction. Teachers meet once every six weeks to monitor and discuss progress on RtI. ILT members meet weekly by grade level bands. Reading Specialist meets with grade-level teams once a week. Teacher teams use protocol when looking at student work. Teacher collaboration happens during common preparation periods.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>All teachers have been observed and received feedback from administrators but less than 50% have been observed by a peer. Though peer observations are starting we are still working on improving the system of feedback and support. Teachers are beginning to implement our instructional lever. Though peer observations have begun, we are still working towards improving a system-wide peer coaching plan.</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>1</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>	<ul style="list-style-type: none"> <li>In the past there have been career day and job fairs but has been inconsistent.</li> <li>There are no concrete plans at the school that reinforce college and career readiness.</li> </ul>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides multiple academic and enrichment afterschool programs that lend opportunities to student and adult relationships that support student goals.</li> <li>Student's home language and culture is valued and has an importance in the classroom. It is also demonstrated in hallway displays and monthly assemblies.</li> <li>Students with disabilities are engaged in the school community including both physical and social integration. They are included in all field trips, enrichment programs and afterschool activities with their grade level peers.</li> </ul>	
<b>Behavior &amp; Safety</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>There is a lack of consistency on behavioral intervention for discipline school wide.</li> <li>Staff maintains a safe and welcoming environment for all students.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</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>	Parents are informed of all State and local academic expectations during parent meetings, phone calls, conferences with classroom teachers (during report card pick-up days and otherwise) and through progress reports sent home. In this way we encourage parents to engage with the school in order to empower families and extend learning into the home, which has a positive effect on and contributes to student academic performance.	
	<b>Ongoing communication</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>We believe that open, on-going communication between parents and staff is crucial to student achievement. Our staff members are available for parent meetings, before and after school to discuss students' expectations and progress.</li> <li>The principal sends home a monthly Parent Bulletin and in addition has an open door policy which further contributes to on-going communication.</li> <li>Parents are also encouraged to visit /observe classrooms during our Open House and throughout the school year in order to better understand their child's grade level expectations.</li> </ul>	
<b>Bonding</b> ----->			<b>3</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>Our school invites and encourages parents to participate in special school events including Literacy Cafe, Family Reading night, Tech/Art Night and Science Night, our culminating fine arts event "CREATIVIDAD" as well as our monthly student assemblies.</p> <p>Parents are also encouraged to volunteer on the NCLB PAC, BAC, LSC and Parent Patrol. In addition, parents are asked to chaperone student field trips.</p>	

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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>	<p>School staff conducts intensive outreach to families through our participation in the Community Schools Initiative (CSI) our school partners with organizations that provide various family/parent programs such as parents-as-teachers, crisis intervention, family focus, mentoring, and anger coping.</p>	
	<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>	<ul style="list-style-type: none"> <li>Upper grade and Intermediate teachers coordinate career day activities which entail bringing presenters that share their roles and responsibilities in their field of work.</li> </ul>	
<b>Academic Planning</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>Information is distributed to our pending graduates in the early fall months to explore various high school options and open houses.</li> <li>The counselor coordinates a high school fair in which parents and students attend to receive information on the area public and private schools.</li> <li>Some students are targeted to apply for scholarships and entrance exams to selective enrollment high schools.</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>The school has a diverse after- school program which offers academic supports in all grade levels targeting our at risk, special needs and ELL students</li> <li>The school provides mentoring programs for both male and female that address our students social and emotional needs</li> <li>The Fine Art Department also organizes activities, both musical and cultural that are integrated into the curriculum and presented in a culminating performance at the end of the school year</li> </ul>		

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Eighth grade students are administered the Explore exam in preparation for their high school program</li> </ul>	
	<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>	Does Not Apply	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides and reinforces to parents whose children are in the benchmark grades the CPS promotional policy</li> <li>Eight grade students attend the area high school orientation before graduation</li> <li>The counselor coordinates the "Step Up" program which provides information to assist the student transitioning to his/her high school</li> </ul>	



## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ul style="list-style-type: none"> <li>The school's discretionary funds are aligned with identified priority goals.</li> <li>Discretionary funds are used to purchase additional positions to reduce class size.</li> <li>School purchases instructional materials such as textbooks, supplies, and classroom libraries to maximize student achievement in all content areas.</li> <li>School pursues the commitment of differentiating instruction for all students by purchasing additional computers for technology and science labs.</li> <li>The school fostered a collaborative, supportive environment by providing opportunities for teachers to meet/ and or attend professional development to enhance teaching practices.</li> <li>School has obtained funding for instructional materials from community organizations for student and staff needs.</li> </ul>	
	<b>Building a Team</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted once funding has been approved by the board.</li> <li>Many of our applicants are previous student of Spry.</li> <li>Many of our full-time hires are student teachers or substitute teachers who have worked previously at Spry.</li> <li>Interviews are usually conducted in two parts. Most interviews do not include a classroom demonstration.</li> <li>Grade-level teams are not intentionally designed but strategic redesign takes place periodically.</li> </ul>	
<b>Use of Time</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>School schedule is designed based on the recommended instructional minutes per subject while accommodating our space restrictions.</li> <li>Common grade-level prep time is given, allowing for regular collaboration among grade-levels.</li> <li>Struggling students receive intervention during other parts of the day at the teachers' discretion.</li> </ul>	

## 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 at John Spry Community School is to provide a quality learning experience by using the Common Core State Standards, integrating bilingual education, the Fine & Performing Arts and technology while nurturing the whole child for college and career readiness in a global community.

### Strategic Priorities

#	<b>Priority Description:</b> Write in the description of your priority.	<b>Rationale:</b> Write in your rationale (see instructions for guiding questions).
1	Utilizing our powerful practices of mini lessons, guided reading /small group instruction teachers will align their literacy instruction to the rigor of the common core standards.	We have a need to implement a rigorous literacy curriculum because more than 50% of the students are not meeting growth targets in literacy for all grades. Our students have to be college and career ready so we have to address their learning needs and ability to understand text of increased complexity.
2	Utilizing our Powerful Practice of small group instruction and mini lessons teachers will align their math instruction to the rigor of the Common Core State Standards.	Only 18.7% of 8th grade students are achieving at a college-ready benchmark level. The goal is to have our students college and career ready by starting at the primary level and continuing to the upper grades.
3	Teachers will implement intervention, enrichment, and acceleration at grade levels during the IEA Block to meet the the students' needs using a software program and other materials.	Our student population requires intensive academic support to reach their benchmark goals given our student body is at a 98.8% poverty rate and 57.6% are English Language Learners. Also, we have students who need support at higher levels.
4	Provide effective native language instruction aligned to the WIDA Spanish Language Standards.	2011 ISAT data shows our ELL (LEP) sub-group scored 45.9% meeting/exceeding standards in Reading. Establishing a solid foundation with native language instruction enables ELLs to activate prior knowledge and process cognitive information that facilitates transfer of these skills to second language (English) thus increasing academic achievement and results on standardized test.
5	Optional	





**Strategic Priority 1**


**Strategic Priority 2**

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

Strategic Priority Description	Rationale
Utilizing our Powerful Practice of small group instruction and mini lessons teachers will align their math instruction to the rigor of the Common Core State Standards.	Only 18.7% of 8th grade students are achieving at a college-ready benchmark level. The goal is to have our students college and career ready by starting at the primary level and continuing to the upper grades.

**Action Plan** **Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers unpack and gain a thorough understanding of the Common Core Math Standards	Professional Development	All	ILT/Teachers	Quarter 1	Quarter 1	On-Track	ILT will create an unpacking timeline that teachers will follow
Teachers use the NWEA MAP/mClass assessment data to pinpoint students who are not on track to meet their annual growth target	Instruction	Other student group	Teachers	Quarter 1	On-going	On-Track	Students who are not on track to meet their growth targets (regardless of achievement) will be prioritized
Teachers will use the Common Core Math Standards to guide their unit and lesson planning for rigorous math instruction.	Instruction	All	Teachers	Quarter 2	On-going	On-Track	
Using the Common Core Math Standards as a guideline, teachers will increase the rigor of math instruction to ensure that each student will meet grade-level norms on the NWEA MAP/mClass assessment.	Instruction	All	Teachers	Quarter 2	On-going	On-Track	All students (ELLs, Special Needs, high/low achieving) should be prioritized



**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
Teachers will implement intervention, enrichment, and acceleration at grade levels during the IEA Block to meet the students' needs using a software program and other materials.	Our student population requires intensive academic support to reach their benchmark goals given our student body is at a 98.8% poverty rate and 57.6% are English Language Learners. Also, we have students who need support at higher levels.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher Teams will analyze data to group students based on intervention, enrichment and acceleration.	Instruction	All	RTI Team and Classroom Teachers	Quarter 1	Quarter 4	On-Track	
Provide professional development in RTI strategies.	Professional Development	Not Applicable	Teachers	Quarter 1	Quarter 1	On-Track	
RTI Team supports classroom teachers in intervention and enrichment strategies.	Instruction	All	RTI Team and Teachers	Quarter 2	On-going	On-Track	

### 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
Provide effective native language instruction aligned to the WIDA Spanish Language Standards.	2011 ISAT data shows our ELL (LEP) sub-group scored 45.9% meeting/exceeding standards in Reading. Establishing a solid foundation with native language instruction enables ELLs to activate prior knowledge and process cognitive information that facilitates transfer of these skills to second language (English) thus increasing academic achievement and results on standardized test.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop and Implement Transitional Bilingual Education Program Design (Pathway) for all grades, Kindergarten - 8th.	Instruction	English Language Learners	Principal, Asst. Principal, Bilingual Lead Teacher	Summer 2012	Summer 2012	On-Track	PLV Network has been providing guidance in the development and implementation of the pathway through network PDs and Bilingual Focus group meetings
Provide Professional Development on implementation of native language instruction that is aligned to the WIDA Spanish Language Standards	Professional Development	English Language Learners	Principal, Asst. Principal, Bilingual Lead Teacher	Summer 2012	On-going	On-Track	
Inventory every bilingual classrooms' existing Spanish instructional materials to determine if additional materials are needed	Instructional Materials	English Language Learners	Bilingual Lead Teacher	Quarter 1	Quarter 1	On-Track	
Administer the <i>Evaluación del Desarrollo de la Lectura 2</i> (EDL2) assessment to identify ELLs' literacy level that will guide the implementation of effective native language literacy instruction.	Instruction	English Language Learners	Bilingual Classroom Teachers	Quarter 1	On-going	On-Track	Administration of EDL2 will depend largely on support from PLV Network. Due to CPS and ISBE mandates, school day is assessment laden. We'll work with PLVN to investigate possibility of substituting EDL2 for other assessment...
Analyze ACCESS data by grade level in order to identify ELLs' Language Proficiency needs and thus differentiate instructional strategies to meet the needs of all ELLs.	Instruction	English Language Learners	Bilingual Classroom Teachers, Bilingual Lead Teacher	Quarter 1	On-going	On-Track	
Conduct classroom teacher observations, mainly in the primary grades (K-3), where there is a concentration of ELLs needing native language instruction	Instruction	English Language Learners	Principal, Asst. Principal, Bilingual Lead Teacher	Quarter 1	On-going	On-Track	
Purchase appropriate materials for classroom libraries as well as for school library in ELLs' native language	Instructional Materials	English Language Learners	Principal and Asst. Principal	Summer 2012	Summer 2012	On-Track	
Review lesson plans to monitor the implementation of standards based native language instruction	Instruction	English Language Learners	Principal, Asst. Principal, Bilingual Lead Teacher	Quarter 1	On-going	On-Track	





