



**2012-2014 Continuous Improvement Work Plan**

**Adlai E Stevenson Elementary School**

Midway Elementary Network

8010 S Kostner Ave Chicago, IL 60652

ISBE ID: 150162990252465

School ID: 610185

Oracle ID: 25471



**Mission Statement**

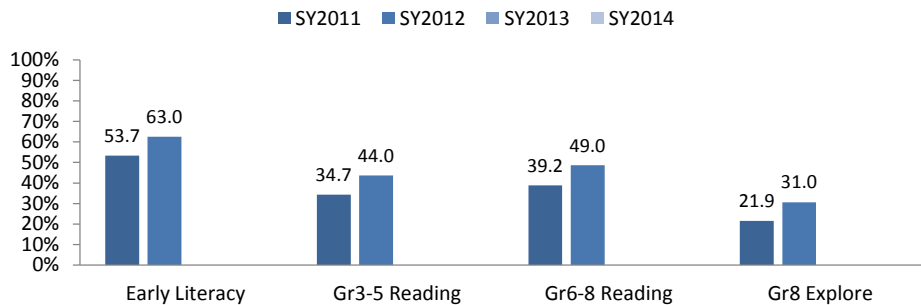
The Stevenson Learning Community will collaborate and contribute together to provide a safe, supportive, and nurturing environment where every student is career and college ready. Through collaborative planning and examination of data, teachers will develop lessons using the Common Core Standards and implement research-based best practices for teaching and learning.

**Strategic Priorities**

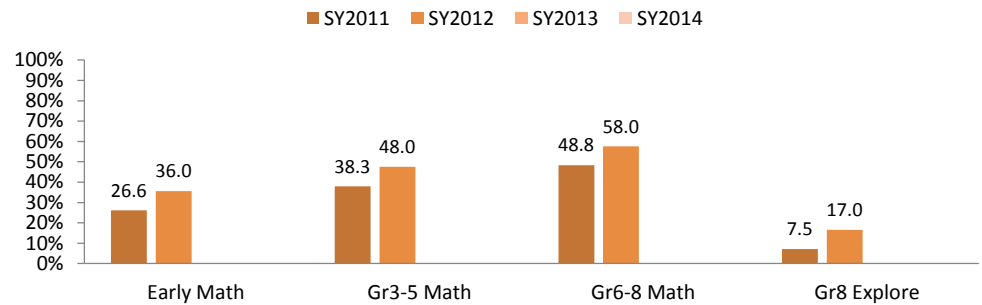
1. Provide challenging and differentiated reading learning activities to help all students meet Common Core Standards, to challenge higher performing students to exceed Common Core Standards, and to support students not meeting standards.
2. Provide challenging and differentiated math learning activities to help all students meet Common Core Standards, to challenge higher performing students to exceed Common Core Standards, and to support students not meeting standards.
3. Provide opportunities for the school to make Connections to Families and Community.
4. Provide students with hands-on science curricula and materials.
5. Provide students with equitable access to other subjects and extracurricular activities, along with social and emotional supports to be successful.

**School Performance Goals**

**Literacy Performance Goals**



**Math Performance Goals**





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Adlai E Stevenson Elementary School

### Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Katherine Konopasek	Principal
Paul O'Toole and Guillermo Gonzalez	Assistant Principal
Carolyn Fitzpatrick and Julie Rodriguez	Lead/ Resource Teacher
Maureen Scanlon	Counselor/Case Manager
Maria Zamudio	ELL Teacher
Mary Burke	Special Education Faculty
Angela Powell, Flora Alvarez, Roy Shalabi	LSC Member
Mary Flaherty	Assessment/Data Faculty
Jill Gerwig and Suzanne DeDore	Classroom Teacher
Melissa Urbon, Pat Sheehy, and Kevin Condon	Classroom Teacher
Cassandra Outlaw, Ann McKimson, and Marsy Wirtz	Classroom Teacher
Rufino Bustos and Patty Greco	LSC Member



## Elementary Goal Setting

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

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	53.7	63.0				<b>Early Math</b> % of students at Benchmark on mClass	26.6	36.0		
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	34.7	44.0				<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	38.3	48.0		
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	43.7	53.0				<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	57.3	67.0		
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	39.2	49.0				<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	48.8	58.0		
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	44.0	54.0				<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	46.8	56.0		
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	21.9	31.0				<b>Explore - Math</b> % of students at college readiness benchmark	7.5	17.0		



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Attendance Rate</b> Average daily attendance rate	95.7	96.0				<b>Misconducts</b> Rate of Misconducts (any) per 100	2.3	2.0		

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	71.6	81.0				<b>ISAT - Reading</b> % of students exceeding state standards	15.5	25.0		
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	84.3	90.0				<b>ISAT - Mathematics</b> % of students exceeding state standards	18.3	28.0		
<b>ISAT - Science</b> % of students meeting or exceeding state standards	80.7	85.0				<b>ISAT - Science</b> % of students exceeding state standards	17.9	27.0		

### 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>	<ul style="list-style-type: none"> <li>* Stevenson School has established clear measurable goals for student achievement in the following areas: Early Literacy on DIBELS and IDEL; grade level performance in grades 3-8 in terms of percentages of students meeting or exceeding grade level standards according to NWEA; percentage of students in grades 3-8 keeping pace on reading and math targets according to NWEA; percentage of students at college readiness in reading and math according to Explore; student attendance rate; student misconduct rate; and ISAT assessments in reading, math, and science.</li> <li>* Stevenson School has a strategic plan with focused priorities on reading, math, and science achievement plus family and community engagement.</li> </ul>	
	<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>The Stevenson School Principal has established a schedule that allows for teachers in each grade level to collaborate every day of the week during their prep. In addition, teachers have no morning, afterschool, or lunch duties so that they can prioritize on their instructional practices. Stevenson School has an active Instructional Leadership Team that meets to address curricular issues, such as implementation of Common Core Standards and budgetary alignment with school priorities. The Principal and administrative team observes ALL staff and provides feedback and support where needed. The staff as a whole has met to craft the school mission and vision and all agreed to prioritize college and career readiness. Family engagement is evidenced through high turnout and participation at LSC, BAC, and PAC meetings plus other schoolwide events, such as Open House and Report Card Pickup.</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>	<p>Most teachers participate in one or more of the following committees/teams: ILT, Grade Level Team, Rtl Team, Coaching, Data Analysis, CWIP Team, LSC, PPLC, Social Committee, and other roles. Each teacher has equity of voice in all meetings, small group and whole group. Teachers collaborate on lesson plans and share instructional strategies with one another. Teachers who attend PD off campus, come back and share with their teams and/or whole faculty.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instructional Leadership Team (ILT)</b> -----&gt;</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>			<b>3</b>
<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><b>Monitoring and adjusting</b> -----&gt;</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>			<b>2</b>
<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>			
<p>District data is not consistently or readily available and, when it is, it is often not in easily usable forms to identify trends at a glance. District data usually has to be graphed at the school level. Grade levels do meet to analyze data, but data is often old by the time it is in a usable format. District shifting, rescheduling, and on-again, off-again assessments-- Comon Core, Scantron, NWEA-- makes comparisons, predictions, and goal setting difficult. For example, this plan requires us to set goals for NWEA-- a test our students have never taken-- based upon Scantron scores-- a completely different assessment. It is comparing apples and oranges.</p>			

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>Teachers are transitioning from a scope and sequence set by instructional materials to developing their own pacing using Common Core Standards. Teachers collaborate at grade level meetings to develop common lesson plans. There is varying degrees of collaboration with some teams identifying one member to write individual content area plans versus some teams that do true collaboration and compile plans together. Teachers currently use a variety of texts for instruction at different grade levels with some grade levels placing a higher priority on informational texts than other grade levels. Teachers are new to collaborative planning and have been focusing on best first instruction for whole groups and have not delved deeply into true differentiated planning.</p>	
	<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>	<p>Teachers will report that they are lacking in varying instructional materials to meet differentiated needs. In reality, they do have differentiated materials, such as leveled readers, but are not currently adept at planning or implementing differentiated instruction in most grade levels. ELLs and students with special needs do have access to both the regular grade level curricular materials and supplemental materials consistent with their needs as specified in IEPs.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Standards-based assessment is still a new concept to teachers who still primarily plan instructional strategies and learning activities before looking at the standard or assessment design as opposed to identifying a standard and designing an assessment prior to planning instruction. Teams are, however, working on designing performance assessments aligned with Common Core Standards. Each team administers CPS assessments and looks at assessment data in grade level meetings to design Action Plans for continuous improvement in student achievement. Furthermore, some teams graph student attendance and progress report and report card data and devise strategies to improve these outcomes. Assessment accommodations are consistent with student IEPs for students with disabilities. Instruction</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Communication of the learning objective is inconsistent. Lesson objectives do not always consistently align to standards as teachers are still becoming familiar with Common Core Standards. Observed teacher questioning strategies demonstrate an emphasis on recall and short answers rather than on higher order responses requiring evaluation, application, and synthesis. Lesson sequencing is aligned with instructional materials' provided pacing more often than not. The overwhelming majority of observed lessons were delivered whole group. In most cases, but not all, when small group lessons have been observed, all of the small groups were each working on the same thing, but in small groups with little or no evidence of differentiation.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	----->			<b>2</b>
	<p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>The school employs RtI folders, but teachers are not regularly evaluating individual students and recording data and adjusting interventions. Very few lesson plans contain plans for differentiation, other than generic references to accommodations for ELLs and sp ed students. Most instruction is whole group with only some teachers providing differentiated small group instruction consistently. The ILT has not yet looked at interventions.</p>	
<b>Professional Learning</b>	----->			<b>3</b>
	<p><b>Whole staff professional development</b></p> <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>Whole school professional development is aligned to the school priorities and/or CPS/Network mandates. The school did not have a year-long plan for this year, but is working to develop one for next school year. The principal, assistant principals, LLT and math and science specialist follow up on implementation of practices from professional development through observations, grade level meetings, and classroom support. Teachers are supposed to be collaborating in the planning process-- some grades are collaborating at higher levels than others. The ILT is the avenue through which teachers can discuss the relevancy of PD.</p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</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 teams do meet regularly, but do continue to focus on a plethora of issues with heavy emphasis on housekeeping items over planning, PD, and data analysis, in addition to much time spent addressing the network assignment. It does change week to week. Teachers are not keeping progress monitoring data consistently. When it is done, it is at the primary level through DIBELS. Teachers and teams have not yet embraced the concept of "owning" their data and are uncomfortable when data is shared in graphic form with others. Special ed and bilingual teachers do meet with regular teachers. Each team has a grade level leader chosen by the team. Teachers have "norms" for their meetings.</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>There is not a coaching plan in place. Coaches assist teachers primarily at teacher request or administrative suggestion. There are currently no teachers new to teaching at Stevenson. Teachers do not have individual professional development plans, but are encouraged to reflect and plan for improvement as part of the observation process. Teachers do receive quality feedback to support their individual growth as part of the evaluation process, but while most teachers embrace suggestions for improvement, some teachers are resistant to change and want to keep doing what they are doing even though their students are not showing academic growth. Some teachers have visited and observed other teachers’ rooms, but this is not yet a consistent practice for our continuous improvement.</p>	

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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>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Some staff members reinforce expectations for all students to aspire to college and career ready standards. All teachers are working to understand Common Core Standards. There is little differentiation to challenge students at the exceeds level, nor is there is a sense of urgency to move more students from meets to exceeds.</p>	
	<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>	<p>The staff as a whole relates well to students and parents. Some students actively take advantage of services provided by counselors and the social worker. Teachers encourage appropriate student behavior through positive rewards as part of our PBIS program. Students with disabilities readily participate in all school activities, including PE classes, sports teams, and social activities, such as school dances. Faculty and staff are mindful of student cultural and language differences.</p>	
<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>	<p>Student behavior is, on the whole, exemplary as teachers employ engaging, albeit mostly whole group, lessons. The school balances PBIS and Fix-It Plans with the Student Code of Conduct. Teachers maintain bright, inviting classrooms.</p> <p>NOTE: We were unable to implement online My Student, My Voice Surveys. We had requested assistance from the Consortium, but received none. We also requested paper surveys and our request was denied. We had technological challenges, including a week-long failure of our T1 line</p>	

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	The principal sends home a monthly newsletter, provides a monthly report to the LSC, and addresses PAC and BAC meetings. Teachers are working on developing standards-based assessments and using rubrics to assess authentic student work that meets or exceeds standards. This work is posted alongside the rubric so that everyone knows what work that meets standards looks like. Parental engagement and attendance is high at LSC, BAC, and PAC meetings and other school activities. The counselors work diligently with students and families on high school placement and transition.	
	<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>	Teachers routinely call parents to keep them informed if students are not making progress. Some teachers send home weekly individual progress reports. Teachers develop remediation plans mid-quarter with parents and students if students are falling below standards.	
<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>	The office staffs are warm and welcoming to visitors. Many parents are positively engaged in supporting the school. Parents attend student performances and quarterly student awards ceremonies.	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>We have two full-time bilingual counselors and one social worker. All three are proactive in meeting with students and their families, including home visits, to address student needs.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</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>	<p>The counselors spearhead the communication of college and career readiness. Counselors begin meeting with students in 6th grade to begin to prepare them for high school and beyond.</p>	
<b>Academic Planning</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>The school offers 8th grade algebra with opportunity for high school credit for our high-achieving math students. The counselor assists all 7th and 8th graders in the high school application process and encourages all students to apply for magnet program high schools.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<p>There is a wide-range of extracurricular and athletic opportunities for students, including, for the first-time ever, After School All Stars. Students and staff are concerned that these programs will be negatively impacted by the longer school day.</p>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</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>	All 8th grade students take the EXPLORE test, which, CPS, has relegated to June this year.	
	<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>	DNA	
<b>Transitions</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	Teachers and counselors proactively communicate with families and students the requirements for each grade level transition. Teachers and counselors assist families with these transitions.	



### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>The current administration has overhauled allocations and expenditures to maximize use of resources aligned with identified school priorities as outline in the SIPAAA and will continue to do so as we transition to the new CIWP. The school has pursued and received additional resources, such as the \$25,000 After School All Stars grant. The school actively encourages teachers to request whatever they need to prepare students to be college and career ready and makes every effort to meet those needs that are aligned with school priorities.</p>	
	<b>Building a Team</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>The school has hired 24 new personnel members through an exhaustive search process that focuses upon hiring the most qualified and talented available candidates. Interview priority is given to those who have a Stevenson connection, such as having interned, student-taught, or subbed here, or a prior working relationship with a current staff member. All candidates go through a multistep interview process that includes submission of letters of recommendation and a thorough checking of references. When appropriate, such as for our new kindergarten teacher, a team may be employed to do a team interview.</p>	
<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>	<p>Scheduling is a challenge due to having multiple buildings-- a main building, several mobile units, and a branch building more than a block away. With all of these buildings, we are still at 136% of capacity. A new annex is planned that will still leave us in excess of 120% of capacity when it is completed. While the annex is being constructed, we will lose available space for classes that will not be replaced with the annex. Despite these challenges, this year, for the first time in memory, ALL classroom teachers have a common preparation period five days a week. ALL grade level teams meet AT LEAST once a week during this common preparation time. ALL teachers maintain RtI folders for students they identified as needing intervention. With the new Full School Day, we will be unable to meet our current scheduling needs without an additional music teacher, an additional computer teacher, and two art teachers.</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 Stevenson Learning Community will collaborate and contribute together to provide a safe, supportive, and nurturing environment where every student is career and college ready. Through collaborative planning and examination of data, teachers will develop lessons using the Common Core Standards and implement research-based best practices for teaching and learning.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide challenging and differentiated reading learning activities to help all students meet Common Core Standards, to challenge higher performing students to exceed Common Core Standards, and to support students not meeting standards.	Common Core Standards provide students with rigorous curricula and develop higher order thinking skills that we want all students to meet or exceed in order to make them college and career ready.
2	Provide challenging and differentiated math learning activities to help all students meet Common Core Standards, to challenge higher performing students to exceed Common Core Standards, and to support students not meeting standards.	Common Core Standards provide students with rigorous curricula and develop higher order thinking skills that we want all students to meet or exceed in order to make them college and career ready.
3	Provide opportunities for the school to make Connections to Families and Community.	There is a direct correlation between student achievement and parent involvement.
4	Provide students with hands-on science curricula and materials.	Students learn science concepts better when they have the opportunity to use hands-on materials and supplies to learn and derive concepts.
5	Provide students with equitable access to other subjects and extracurricular activities, along with social and emotional supports to be successful.	A well-rounded educational experience includes recreational, health, and social opportunities in addition to education activities.



### 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
Provide challenging and differentiated reading learning activities to help all students meet Common Core Standards, to challenge higher performing students to exceed Common Core Standards, and to support students not meeting standards.	Common Core Standards provide students with rigorous curricula and develop higher order thinking skills that we want all students to meet or exceed in order to make them college and career ready.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide a Lead Literacy Teacher to provide professional development, coaching, and literacy support to teachers.	Staffing	All	Principal, LLT	On-going	On-going		
Provide for an extended day bucket for teacher planning, professional development, and collaboration.	Professional Development	All	Principal, LLT, math and science specialist, APs, teachers	On-going	On-going		
Provide for a sub bucket for teachers to attend PD and to collaborate during the school day.	Professional Development	All	Principal, LLT, math and science specialist, APs, teachers	On-going	On-going		
Purchase instructional materials in English and Spanish needed to support reading learning activities aligned with Common Core Standards.	Instructional Materials	All	Principal, LLT, APs, teachers	On-going	On-going		
Purchase software and technology to support learning activities through programs such as Lexia.	Equipment/Technology	All	Principal, LLT, APs, teachers, tech coordinator	On-going	On-going		
Teachers will use Common Core standards to develop true collaborative lesson plans for reading and math during common planning time.	Instruction	All	Teachers	On-going	On-going		
Teachers will analyze data from weekly common assessments to differentiate instruction.	ILT/ Teacher Teams	All	Teachers	On-going	On-going		
Teachers will participate in professional development on Common Core Standards, lesson planning, assessment, data analysis, writing across the curriculum, and differentiation.	Professional Development	All	Principal, LLT, APs, teachers	On-going	On-going		
Continue Reading Buddies program in which upper grade students read with students in lower grades.	Instruction	All	Principal, LLT, APs, teachers	On-going	On-going		



**Strategic Priority 1**

Hold Family Literacy Nights first and third quarter.	Parental Involvement	All	LLT, teachers	Quarter 1	Quarter 3		
Open an ESP extended day bucket to allow the tech coordinator to support before and after school remediation and enrichment programs, such as Lexia, in the computer labs.	After School/ Extended Day	All	Tech Coordinator	On-going	On-going		
Teachers will implement a Balanced Literacy approach with emphasis on phonics, phonemic awareness, word knowledge, comprehension, fluency, and writing.	Instruction	All	LLT, teachers	On-going	On-going		
Teachers will do daily progress monitoring with their lowest students, bi-weekly or tri-weekly progress monitoring with their middle students, and weekly progress monitoring with their highest students.	Instruction	All	LLT, teachers	On-going	On-going		
Students will write daily, using their journals for note-taking and pre-writing and teachers will collect, read, and provide regular feedback in the journals.	Instruction	All	LLT, teachers	On-going	On-going		
Students will self-select books from classroom libraries organized by genre, native language, and reading level that contain a variety of works, including fiction and non-fiction in order to build student fluency and comprehension.	Instructional Materials	All	LLT, teachers	On-going	On-going		
Provide for funding for teachers to attend seminars on the PD topics above	Instruction	All	LLT, teachers	On-going	On-going		

## Strategic Priority 2

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

Strategic Priority Description	Rationale
Provide challenging and differentiated math learning activities to help all students meet Common Core Standards, to challenge higher performing students to exceed Common Core Standards, and to support students not meeting standards.	Common Core Standards provide students with rigorous curricula and develop higher order thinking skills that we want all students to meet or exceed in order to make them college and career ready.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide for a Math and Science Specialist to support teachers with math and science planning, assessment, instruction, professional development, and coaching.	Staffing	All	Math and Science Specialist	On-going	On-going		
Teachers will use Common Core standards to develop true collaborative lesson plans for math during common planning time.	Instruction	All	Teachers	On-going	On-going		
Teachers will analyze data from weekly common assessments to differentiate instruction.	ILT/ Teacher Teams	All	Teachers	On-going	On-going		
Teachers will participate in professional development on Common Core Standards, engaged and hands-on math strategies, lesson planning, assessment, data analysis, journal writing in math and science,, and differentiation.	Professional Development	All	Principal, Math and Science Specialist, APs, teachers	On-going	On-going		
Purchase instructional materials in English and Spanish as needed to support math learning activities aligned with Common Core Standards, including new curricular materials for grades k-5 and Connected Math 6-8.	Instructional Materials	All	Principal, Math and Science Specialist, APs, teachers	On-going	On-going		
All classroom teachers will attend appropriate PD for their grade level's adopted math series.	Professional Development	All	Principal, Math and Science Specialist, APs, teachers	On-going	On-going		
Students will utilize math journals to take notes and solve problems.	Instruction	All	Teachers	On-going	On-going		



**Strategic Priority 2**

Teachers will teach students through hands-on methods and the use of manipulatives, multiple ways to solve problems along with the ability to explain how they solved them verbally and in writing, using proper math vocabulary.	Instruction	All	Teachers	On-going	On-going		
Provide for funding for teachers to attend seminars on the PD topics above	Instruction	All	Math and Science Specialist, teachers	On-going	On-going		

### Strategic Priority 3

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

Strategic Priority Description	Rationale
Provide opportunities for the school to make Connections to Families and Community.	There is a direct correlation between student achievement and parent involvement.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
PAC: provide funding to reimburse parent expenses.	LSC/ PAC/ PTA	Not Applicable	PAC	Quarter 1	Quarter 4		
Hold monthly LSC, PAC, and BAC meetings to engage parents and keep them informed.	LSC/ PAC/ PTA	Not Applicable	LSC, PAC, BAC	Summer 2012	Quarter 4		
Hold fundraisers to raise funds for student activities.	Parental Involvement	Not Applicable	LSC, PAC, BAC	Quarter 1	Quarter 4		
PAC: provide a teacher extended-day bucket for teachers to provide workshops to parents on such topics as helping their child with homework, ESL, technology, GED, PE, etc.	LSC/ PAC/ PTA	Not Applicable	PAC, LSC	Quarter 1	Quarter 4		
PAC: to provide for supplies for parent use to publicize and hold meetings.	LSC/ PAC/ PTA	Not Applicable	PAC, LSC	Quarter 1	Quarter 4		
PAC: to provide for food and refreshments for PAC meetings to encourage parents to attend.	LSC/ PAC/ PTA	Not Applicable	PAC, LSC	Quarter 1	Quarter 4		
PAC: allocate funding to hire consultants to provide parent/community related workshops.	LSC/ PAC/ PTA	Not Applicable	PAC, LSC	Quarter 1	Quarter 4		
PAC: to allow for travel reimbursements for PAC members to attend citywide and regional PAC meetings and other PAC related workshops and activities.	LSC/ PAC/ PTA	Not Applicable	PAC, LSC	Quarter 1	Quarter 4		
PAC: to provide for subscriptions and/or seminars to support the PAC.	LSC/ PAC/ PTA	Not Applicable	PAC, LSC	Quarter 1	Quarter 4		
PAC: to provide for postage for PAC.	LSC/ PAC/ PTA	Not Applicable	PAC, LSC	Quarter 1	Quarter 4		



**Strategic Priority 3**

An extended day clerk position will be opened to allow for a clerk to be in the office when necessary outside of school hours to meet with and support parents and students; e.g., summer school, evening programs, etc.	Parental Involvement	All	Clerks, Principal, APs	On-going	On-going		
Provide for postage to send letters home	Parental Involvement	All	Clerks, Principal, APs	On-going	On-going		
Provide for photocopier contracts to maintain photocopy machines to be able to send communications home to parents and for other copying purposes.	Parental Involvement	All	Clerks, Principal, APs	On-going	On-going		



### Strategic Priority 4

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

Strategic Priority Description	Rationale
Provide students with hands-on science curricula and materials.	Students learn science concepts better when they have the opportunity to use hands-on materials and supplies to learn and derive concepts.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide for a Math and Science Specialist (same position as referenced under Priority 2.)	Staffing	All	Principal, Math and Science Specialist	On-going	On-going		
Continue participation in the Peggy Notebaert Museum Program.	Other	All	Math and Science Specialist, teachers	On-going	On-going		
Purchase Science Instructional Materials (FOSS k-5, SEPUP 6-8)	Instructional Materials	All	Math and Science Specialist, teachers	On-going	On-going		
All teachers of science will attend appropriate science professional development for their grade level.	Professional Development	All	Principal, Math and Science Specialist, Teachers	On-going	On-going		
Purchase Science Supplies to support the rigorous science curricula.	Supplies	All	Math and Science Specialist, teachers	On-going	On-going		
Have a Science Fair for Grades k-8 to teach students the Scientific Method and research skills	Instruction	All	Math and Science Specialist, teachers	Quarter 2	Quarter 2		
Implement common weekly science assessments aligned to the Common Core Standards and analyze data to influence instruction and differentiation.	Instruction	All	Math and Science Specialist, teachers	On-going	On-going		
Students will use science journals to take notes and do their science work. Teachers will check these journals regularly.	Instruction	All	Math and Science Specialist, teachers	On-going	On-going		
Provide for funding for teachers to attend seminars on the PD topics above	Instruction	All	Math and Science Specialist, teachers	On-going	On-going		



**Strategic Priority 4**


### Strategic Priority 5

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

Strategic Priority Description	Rationale
Provide students with equitable access to other subjects and extracurricular activities, along with social and emotional supports to be successful.	A well-rounded educational experience includes recreational, health, and social opportunities in addition to education activities.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
provide a teacher extended-day bucket for extracurricular activities, sports, tutoring, and homework help.	After School/ Extended Day	All	teachers, clerks, principal, assistant principals	On-going	On-going		
provide funds for pre-k field trips.	Other	Other student group	pre-k teachers	Quarter 1	Quarter 4		
provide funds for pre-k supplies.	Supplies	Other student group	pre-k teachers	Quarter 1	Quarter 4		
provide funds for pre-k instructional materials.	Instructional Materials	Other student group	pre-k teachers	Quarter 1	Quarter 4		
purchase supplies necessary for the day-to-day running of the office, including functional copy machines.	Supplies	All	Clerks, APs, Principal	On-going	On-going		
purchase supplies necessary to support classroom instruction and reinforce appropriate student behavior across the curriculum, including access to photocopying.	Supplies	All	Clerks, Teachers, APs, Principal	On-going	On-going		
provide two art, one music, two computer, two librarian, one Health, and two PE teacher positions to provide students with enriched learning opportunities while providing teachers with daily planning and collaborative time.	Staffing	All	CPS, Principal, Encore Teachers	Summer 2012	On-going		
provide one counselor for each building.	Staffing	All	Principal, Counselors	On-going	On-going		
Teachers will incorporate anchor charts across the curriculum to help scaffold student learning.	Instruction	All	teachers	On-going	On-going		

**Strategic Priority 5**

Teachers will reference the Common Core Standard(s) applicable to a lesson at the beginning, middle, and end of the lesson with the last reference being an opportunity for students to reflect how well they have met the standard.	Instruction	All	teachers	On-going	On-going		
Teachers will demonstrate grade level coherence in their plans, assessments, other student work products, and instruction aligned to Common Core Standards.	Instruction	All	teachers	On-going	On-going		
Teachers will utilize interactive Word Walls to help with vocabulary development, understanding of parts of speech, and grade level appropriate reading as supports for all students, but particularly ELLs and students with special needs.	Instruction	All	teachers	On-going	On-going		
Teachers will have the necessary support materials needed for ELLs.	Instructional Materials	English Language Learners	teachers, BLT, LLT, Math and Science Specialists	On-going	On-going		
Teachers will have the necessary support materials needed for special ed students.	Instructional Materials	Students With Disabilities	teachers, case manager, LLT, Math and Science Specialist	On-going	On-going		
All teachers will assume a leadership role on at least one committee-- ILT, Grade Level Teams, PPLC, LSC, PBIS Committee, etc.-- or coach a sport or sponsor an activity.	Other	All	teachers	On-going	On-going		
All students will receive instruction in the Least Restrictive Environment.	Instruction	Students With Disabilities	teachers, case manager	On-going	On-going		
Teachers will graph and post student weekly attendance and assessment data while students record their individual results in their agenda books.	Other	All	teachers	On-going	On-going		
Teachers will graph and post their Progress Report and Report Card grades.	Other	All	Teachers	On-going	On-going		
A second assistant principal will ensure support and supervision of an assistant principal in each building.	Other	All	APs	On-going	On-going		
A tech coordinator will ensure that teachers have needed software and technology and the technology equipment is maintained and working properly.	Other	All	Technology Coordinator	On-going	On-going		
Teachers will print out graphs that show trend data on quarterly NWEA assessments.	Instruction	All	Teachers	On-going	On-going		
Faculty and staff will continue to implement PBIS to ensure appropriate student behavior so that instructional time is not disrupted.	Instruction	All	Counselors, Teachers	On-going	On-going		



**Strategic Priority 5**

Funds will be set aside to support homeless students for instructional materials, supplies, and student fees	Other	Other student group	Counselors	On-going	On-going		
Provide for an extended day and a sub bucket for teachers to meet to work on IEPs.	Instruction	Students With Disabilities	Case Manager, Teachers	On-going	On-going		
implement PBIS school-wide and introduce Second Step to grades k-2 and grades 7-8.	Other	All	Counselors, Teachers	On-going	On-going		