

### Mission Statement

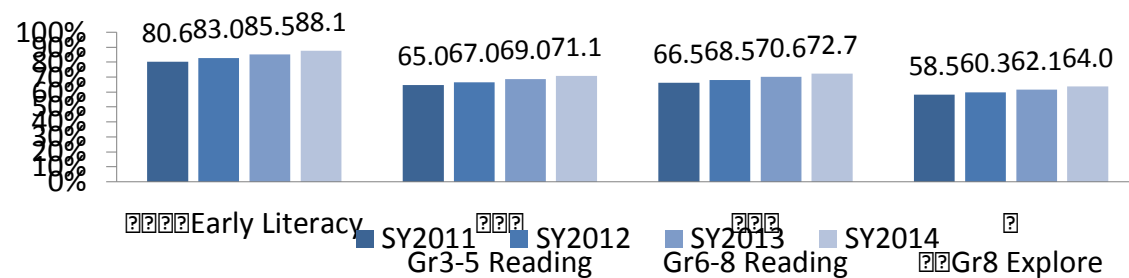
Ole A. Thorp Scholastic Academy promotes the acquisition of self-discipline, motivation, and educational excellence for all students through exemplary learning opportunities utilizing proven, research-based, best practices instructional strategies that meet the unique learning needs of all student populations, including regular education, special education, and gifted education, in the content areas of language arts, mathematics, and science, with the integration of technology as a tool for learning across the curriculum.

### Strategic Priorities

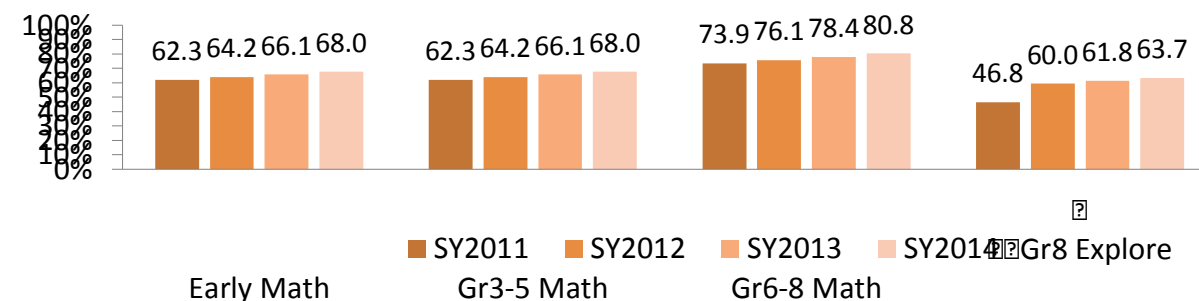
1. Teachers will provide literacy instruction aligned to the Common Core standards strategically and rigorously teaching reading through 1) building knowledge through content-rich informational text, 2) literacy instruction grounded in evidence from text, and 3) regular practice with complex text and its academic vocabulary.
2. Teachers deliver mathematics instruction aligned to the Common Core standards emphasizing comprehensive conceptual understanding, procedural fluency, habits of mind practices that more surely result in mastery and the ability to apply mathematical reasoning to problem solving, and including emphasis on mathematics as a
3. Teachers will provide writing instruction aligned to the Common Core standards to all students through 1) the writing of arguments to support claims, 2) the use of informational/explanatory essays, and 3) the use of narrative essays using the writing process. Teachers will also provide instruction that exemplifies the skills and

### School Performance Goals

Literacy Performance Goals



Math Performance Goals



### 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:

Ole A Thorp Elementary Scholastic Academy

### Developing a CIWP Team

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

### CIWP Team

Name (Print)	Title/Relationship
Kathleen P. Bandolik	Principal
Priscilla Barbier	Assistant Principal
Linda B. Hunt	Lead/ Resource Teacher
Claire Hourican	Special Education Faculty
Gloria Farrow	Lead/ Resource Teacher
Lauren Liebovich	Counselor/Case Manager
Madonna Arredondo	Other

## 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	80.6	83.0	85.5	88.1		<b>Early Math</b> % of students at Benchmark on mClass	62.3	64.2	66.1	68.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	65.0	67.0	69.0	71.1		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	62.3	64.2	66.1	68.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	56.8	60.0	61.8	63.7		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	55.9	60.0	61.8	63.7
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	66.5	68.5	70.6	72.7		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	73.9	76.1	78.4	80.8
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	61.5	63.3	65.2	67.2		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	64.8	66.7	68.7	70.8
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	58.5	60.3	62.1	64.0		<b>Explore - Math</b> % of students at college readiness benchmark	46.8	60.0	61.8	63.7

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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	96.4	97.4	98.4	99.4					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	25.8	DNA	DNA	DNA

### State Assessment

All Grades	SY2011	SY2012	SY2013	SY2014		All Grades	SY2011	SY2012	SY2013	SY2014
% Meets & Exceeds	Score	Goal	Goal	Goal		% Exceeds	Score	Goal	Goal	Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	90.1	91.0	91.6	92.5		<b>ISAT - Reading</b> % of students exceeding state standards	38.7	39.5	39.9	40.3
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	93.6	94.5	95.4	96.4		<b>ISAT - Mathematics</b> % of students exceeding state standards	48.8	49.8	50.3	50.8
<b>ISAT - Science</b> % of students meeting or exceeding state standards	92.1	93.0	93.9	94.8		<b>ISAT - Science</b> % of students exceeding state standards	34.2	34.9	35.2	35.6

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>*Administration met individually with each middle level student to analyze his or her benchmark assessment data and growth with the intent of assisting each student to more fully be accountable for his/her learning, and understanding and applying the principles of metacognition. Administration was encouraging and instrumental in assisting students to become partners in their learning emphasizing college and career readiness, and life-long learning. Administrators served as models for this practice so that teachers would likewise apply the same practice to each of their individual students.</p> <p>*Thorp has a strong, clear Theory of Action, including shared accountability for teaching and learning based on shared vision,</p>	
	<b>Principal Leadership</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>*Based on school-wide self-assessments, surveys, and small group discussions facilitated &amp; considered by the principal, assistant principal and ILT, it is clear that the instructional goals in the 2010 - 2012 SIPAAA have been met, the resources to support the school's instructional program have been strategically allocated and well-managed, and all stakeholders of the Ole A. Thorp Scholastic Academy have been included in sharing leadership responsibilities and participating in decision-making that advances the school's mission.</p> <p>*The principal consistently and continuously clarifies a vision for instructional best practices resulting in the greatest opportunity for student achievement through weekly whole-staff meetings, grade level and department meetings, attendance at all off-site PD sessions with teachers, and the ILT, individual classroom visits and follow-up meetings addressing Best Practices instruction, Instructional Rounds visits and reports, to name a few.</p> <p>*Mrs. Bandolik supports rigorous, effective and high-quality</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>4</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):                             <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>ILT membership team is comprehensive, and teachers are extremely active in working together to the purpose of increasing student achievement, as evidenced by teacher sign-in sheets and committee work output in the form of varied artifacts (reports, Action plans, school-wide projects, content area accomplishments, grade-level projects, to name a few. Teachers in areas of responsibility, and including flexible membership working teacher groups include, but are not limited to: ILT, Curriculum area team lead, Rtl team, membership, mentor teachers, literacy lead, curriculum teams, mathematics lead, coaches, Data Analysis teams in subject areas, SIPAAA/CIWP team, Bilingual lead, Union representative, each teacher has equity of voice in grade, ILT and whole staff meetings, each teacher is encouraged to share learning about effective practice from PD and visits to other schools, to name a few examples.</p>	

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Typical School	Effective School	Evidence	Evaluation
----->			
<b>Instructional Leadership Team (ILT)</b>			
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<ul style="list-style-type: none"> <li>*Sign-in sheets for bi-weekly ILT meetings show regular attendance by department chairs representative of all departments in the building.</li> <li>*Rosters and Outlines of PD this year illustrate ILT-led whole-staff PD, teacher team PD, and coaching focusing on literacy across the curriculum.</li> <li>*Both formal, planned PD and informal, situational impromptu meetings and information shares address and utilize data engaging all in decision-making that advances the school's strategic focus.</li> <li>*Activity records support that data monitoring and analysis is ongoing at all grade levels, and with all flexibly-grouped curriculum-based teacher teams including all teachers.</li> </ul>	<b>4</b>
----->			
<b>Monitoring and adjusting</b>			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>*Within two weeks of benchmark assessments, teacher teams, ILT and administration meet with teachers to share analysis of the data received and plan action to address needs of individual and groups of students.</li> <li>*Coaches provide additional assistance to teachers, as needed.</li> </ul>	<b>3</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>4</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 has and/or course team has a year-long scope and sequence as well as Pacing Charts that align to the state goals, as well as aligned to the international standard. Teachers are currently engaged in correlating and aligning our standards to the Common Core Standards. They have been doing so, and will continue to do so in PD sessions and at grade level, grade band, and course team levels.</li> <li>*All grade level teams have developed a common subject-integrated unit aligned to the Common Core standards. The best of these will be shared at the region-wide PD as an Early Adoptor School. The The ILT has been instrumental in this process.</li> <li>*Short and long term plans do include necessary support assuring that students with disabilities and ELLs are able to gain core content knowledge and skills as evidenced by student ILPs.</li> </ul>	
	<b>Instructional materials</b> ----->			<b>4</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>Each grade level or course team has a set of instructional materials that align with state and/or the international standards.</li> <li>*Instructional materials strongly support students with disabilities and varying language proficiency 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>4</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>*School-wide, teacher team and classroom data is organized and available to all who need it through access to the on-line data bank, as well as in hardcopy supplied by the administration at the time of data analysis. *Assessments are comprehensive and varied (screening, diagnostic, benchmark, formative, and summative), as well as frequently administered. Mclass, Dibels, quarterly Scantron, ISAT, daily quizzes, concept and chapter tests, writing assessment, use of rubrics for evaluation and student evaluation. Student's needs are diagnosed and improvement is monitored through varied assessments. *Assessment accommodations are administered and closely monitored for students with disabilities and ELLs through special education and classroom teacher teams, coaches, and administration.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>4</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>*Thorp teachers and staff collaboratively and individually provide instruction with the standards-based objectives clearly identified and communicated, directions and procedures clearly presented, and the relevance of the learning sequence presented clearly. This is supported by the extremely high level of Thorp's third through eighth grade students who met or exceeded the state standard, namely 90.1% in reading, 93.6% in mathematics, and 92.1% in science.</p> <p>*Almost all teachers clearly communicate with students the standards-based learning objectives, directions, procedures and relevance of learning as evidenced by administration classroom visits and evaluations, coach /teacher teaching situations, and team teaching situations.</p> <p>*Thorp's literacy instruction and student achievement is such that 90.1% of Thorp's third through eighth graders met or exceeded the state standard in reading. This is the highest percentage of students to date.</p> <p>*Thorp's mathematics instruction and student achievement is such that 96.3% of Thorp's third through eighth</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Intervention</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>*While the school does have a systematic approach to administering screening assessments (Mclass, Dibles, Scantron, diagnostics and pre-assessments, quizzes, chapter and unit tests, rubric analyses, and so forth), a very small number of teachers would benefit from additional support and encouragement to fully participate in this intervention process.</p> <p>*Content disciplines have ongoing diagnostic resources (qualifying named in the first bullet). Additional, and more varied resources, used even more consistently, would result in an evaluation of 4 instead of 3.</p> <p>*Interventions include all noted in the Effective School description, i.e. in-class, small group instruction, push-in support provided by specialists, one on one support, and additional supports outside of the classroom, and also strong use of programs of technology to individualize and</p>	
<b>Whole staff professional development</b> ----->			<b>4</b>
<p><b>Professional Learning</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>*This years' professional development has focused on creating integrated units linked to the Common Core standards as an Early Adoptor school, with emphasis on literacy advancement.</p> <p>*The Danielson CPS Framework for Teaching, domain 1 was emphasized as the ground for the development of these units.</p> <p>*Coaches, ILT, and administration work closely with teachers through coaching and collaboration, thus effectiveness of PD is evaluated, and continues to increase.</p> <p>*School-wide structures of shared planning periods, dedicated and focused work meetings, and teacher/ILT/administration collaboration, to name a few, assure PD is ongoing, job-embedded</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>4</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or "expert", as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher collaborate in regular cycles; beginning, middle, and end of year to coordinate with BOY, MOY, and EOY data.</li> <li>*Teachers meet with specialists at a minimum of every six weeks to discuss progress, and monitor data for students receiving intervention.</li> <li>*Grade level teacher teams monitor and discuss student progress, including data-monitoring at weekly common prep periods.</li> <li>*Course level teacher teams monitor and discuss student progress with ongoing monitoring of formative and summative assessment data, as well as whole school at weekly teacher meetings.</li> <li>*All PD is data-driven as it includes analysis of student data and assessment of student progress.</li> <li>*Teacher teams are both stable and inclusive with general education, special education, bilingual teachers and coaches and resource teachers, ILT member, team leader, or "expert", as appropriate, as well as flexibly grouped as determined by the</li> </ul>	
	<b>Instructional coaching</b> ----->			<b>4</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>This year's coaching emphasis on literacy was comprehensive and inclusive in that it emphasized cross-curricular grade level units linked to the common core standards and supplying the field by which coaching needs and opportunities arose. Thus, this ongoing coaching support was unique such that it was based on team and individual needs, and teachers consistently received quality feedback that supported their individual growth. A cross-curricular grade level unit artifact was the output of this year-long PD and intense coaching for the presentations as an Early Adoptor school to O'Hare and other networks in June 2012. Every grade level team contributed an artifact.</p> <p>*Instructional Rounds were provided for teachers twice during this school year to inform their teaching around higher-order thinking questions. The two Instructional Rounds Reports were shared with teachers via the teachers involved in the Instructional Rounds</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>4</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Thorp teachers, administration, and staff consistently demonstrate the expectation that students are capable of meeting high, rigorous standards, and quality of practices that will ensure success, and college and career readiness, and assist students in doing so through success strategies. Teachers also put in place the structures and protocols that will help students to achieve this goal of college and career readiness through adhering to and achieving high standards of learning. Formal counseling, as well as informal mentoring provide this</p> <p>*Each student has opportunity for authentic leadership and student</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>*Most students form bonds with adult advocates.</p> <p>*Patterns of interactions between adults and students and students are respectful, with appropriate fair responses to disrespectful behavior. Students are supported through PBIS programs in understanding healthy and productive interactions with others. Teacher and administrators model this deep level of caring and commitment to each student's success.</p> <p>*The Middle Level Advisory Program is not able to meet as regularly as scheduled, and this needs to be improved. Also, expanding Middle Level Advisory to serve fifth through eighth grade students would be helpful in meeting students needs for an adult advocate for each.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>On Thorp's "School's Progress Report", the questions addressing "Do students feel safe and is the school successfully managing behavior?" in the Culture and Climate section was answered in the affirmative with the highest category response of "Very Strong". As well, student attendance is at a very high 96.4%.</p> <p>*Thorp consistently uses the very effective PBIS in K -8. This program has a tiered approach to behavioral intervention that recognizes good behavior in students using Gotcha tickets and</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<ul style="list-style-type: none"> <li>*Principal and administration provides an open-door policy so as to respond to concerns and questions put forth by families.</li> <li>*Principal and administration clearly communicate school performance and as demonstrated by meeting agendas for PTA and LSC meetings, Thorp website kept current and relevant, notices that go home with children, special program offerings to introduce and explain school programs and their relevance. and even outside signage announcing achievements in competitive events, and upcoming events.</li> <li>*Teachers provide clear information and expectations for families Open House, Parent Report Card Pickups, phone calls, and meeting availability four of five mornings a week. Individual teachers also provide parents with course plans and expectations through text</li> </ul>	
	<b>Ongoing communication</b> ----->			<b>4</b>
<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>*Teachers and school staff engage in ongoing, two-way communication with families. Parents are informed of how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, as well as elicit information from parents as to how the teacher and school can better support each child so as to achieve continuous improvement leading to great success.</li> <li>*Additionally,</li> </ul>		
<b>Bonding</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>On Thorp's "School's Progress Report", the highest rating of "Very Strong" was indicated by the responses to questions asking: "Does the school partner with families and communities?"</li> <li>*Thorp establishes a non-threatening, welcoming environment from the entry into the building, through the helpful and respectful secretaries in the office, to the teachers in appreciation of the opportunity to assist in their students plan for learning as teachers strive to become better partners with parents and community members through the open-door policy of the administration.</li> <li>*Parent and community events include Open House, Silent Auction, Book Fairs, Coffee and speakers to address timely topics, and</li> </ul>		

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>4</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>Thorp provides two full autism programs, one at primary, and the other at intermediate/upper level. In this program, support is provided to parents and families of children with autism in very many ways, including some parents become volunteer coaches in our Special Olympics program who, as coaches attend bowling practices every other week, and have the opportunity to work with</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>4</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>*Thorp provides early and ongoing support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program as attested to by Students focus on college and career readiness through participation in school programs that help students assess</p>	
<b>Academic Planning</b> ----->			<b>4</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>*Thorp provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program as demonstrated by high achievement of K-8 students on the ISAT. The school's third through eighth grade students who met or exceeded the state standard are 90.1% in reading, 93.6% in mathematics, and 92.1% in science.</p> <p>*Students focus on college and career readiness through participation in school programs that help students assess the different types and kinds of career choices available to them.</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>Thorp provides a myriad of well-attended extracurricular and enrichment opportunities to students. The Shell Scholars program allows fifth through seventh graders to participate at Purdue University in crosscurricular enrichment activities such as</p>		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	College and Career assessments are prepared for emphasizing rigor and high expectations, and administered to students in mathematics and literacy using the Explore assessment.	
	<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>	This does not apply to Thorp	
<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>	<ul style="list-style-type: none"> <li>*The school provides an informational meeting to all kindergarten parents and students prior to the first day of school introducing Thorp's teachers, specialists, and programs. A walk around the building is included to introduce these new families of our community to our physical site.</li> <li>*The school provides an informational meeting to all parents and students new to Thorp in grades one through eight on the first day of school introducing Thorp's teachers, specialists, and programs. A walk around the building is included to introduce these new families of our</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>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>	<ul style="list-style-type: none"> <li>*School allocates discretionary spending to align with identified needs and startegic priorities as evidenced by seamless budgeting, high-quality primary and supplementary programs that are funded, purchased technology programs that support differentiated learning (Study Island, Compass Learning, Achieve 3000, to name a few), fine arts teacher purchase.</li> <li>*Principial and administration actively and successfully pursue outside funding and community partnerships, such as Purdue Shell Scholars, University of Chicago Young Scholars Program, Rochelle Lee, and other grants and teacher classroom resource</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>*Hiring is conducted following an assessment of student needs, staff capacity, and scheduling priorities, including Longer School Day, and including input from teacher teams, specialists, and ILT.</li> <li>*School actively works to build pool of potential staff members through partnerships with universities who send student teachers, principal internees, and teachers who are participating in field work.</li> <li>*A multistep interview process does include a protocol for questioning and classroom lesson demonstration to assess candidate expertise, philosophy and committment. A team of school staff (teachers, ILT, and administration) conducts this assessment.</li> <li>*Grade and course teams are assembled to include the needed combination of knowledge and expertise as evidenced by our</li> </ul>	
<b>Use of Time</b> ----->			<b>4</b>	

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>*School designs a "right fit" schedule based on student needs and school-wide growth goals. Flexible scheduling is used liberally so as to better meet student needs. The Longer School Day will assist us with this process. *Teachers have scheduled common preparation periods for regular, meaningful collaboration in teachers teams. *Struggling students receive structured intervention in dedicated blocks, but there is a struggle with enough instructional time to address even more focused groups of students as per the continuous analysis of data process analyzed indicates would be</p>	

**Mission & Strategic Priorities**

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

**Mission Statement**

Ole A. Thorp Scholastic Academy promotes the acquisition of self-discipline, motivation, and educational excellence for all students through exemplary learning opportunities utilizing proven, research-based, best practices instructional strategies that meet the unique learning needs of all student populations, including regular education, special education, and gifted education, in the content areas of language arts, mathematics, and science, with the integration of technology as a tool for learning across the curriculum.

**Strategic Priorities**

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will provide literacy instruction aligned to the Common Core standards strategically and rigorously teaching reading through 1) building knowledge through content-rich informational text, 2) literacy instruction grounded in evidence from text, and 3) regular practice with complex text and its academic vocabulary. Teachers will further define the skills and understandings that all students must demonstrate to be college and career ready.	<p>Even though a Level 1 "highest-performing school", in order to ensure continuous improvement, and for all students, we need to increase the number of students meeting growth targets in literacy for all grades and increase the number of students who test in the Exceeds category via the implementation of an even more rigorous literacy curriculum. To this purpose, our literacy goals are for:</p> <ul style="list-style-type: none"> <li>*Students to achieve a minimum 3 - 5% increase on Academic Achievement Scorecard Metrics at each test point in the Grade Level Performance and Keeping Pace grade band during each school year 2013 and 2014.</li> <li>*Students in grade 3 - 8 to achieve an Increase in the meets/exceeds category for state reading standards to 91 in SY2012, to 91.6% in SY2013, and to 92.5% in SY2014.</li> <li>*Students in grade 8 to achieve an Increase in the percentage of eighth grade students at college readiness from 60.3% in 2011-2012 to 62.1% for 2012-2013, and to 64.0% for 2013-2014 on the Explore assessment.</li> </ul>

2	<p>Teachers deliver mathematics instruction aligned to the Common Core standards emphasizing comprehensive conceptual understanding, procedural fluency, habits of mind practices that more surely result in mastery and the ability to apply mathematical reasoning to problem solving, and including emphasis on mathematics as a tool of scientific inquiry, and real-life problem solving. Instruction will build on connections within mathematics topics, across grade levels, and will be firmly rooted in understanding of learning progressions.</p>	<p>Even though a Level 1 "highest-performing school", in order to ensure continuous improvement, and for all students, we need to increase the number of students meeting growth targets in mathematics for all grades and increase the number of students who test in the Exceeds category via the implementation of an even more rigorous mathematics curriculum. To this purpose, our mathematics and science goals are for:</p> <ul style="list-style-type: none"> <li>*Students to achieve a minimum 3 - 5% increase in mathematics on Academic Achievement Scorecard Metrics at each test point in the Grade Level Performance and Keeping Pace grade band during each school year 2013 and 2014.</li> <li>*Students in grade 3 - 8 to achieve an Increase in the meets/exceeds category for state mathematics standards to 94.5% in SY2012, to 95.4% for SY2013, and to 96.4% in SY2014.</li> <li>*Students in grade 3 - 8 to achieve an Increase in the meets/exceeds category for state science standards for fourth and seventh grade students to 93% in SY2012, to 93.9% for SY2013, and to 94.8% in SY2014.</li> <li>*Students in grade 8 to achieve an Increase in the percentage of eighth grade students who demonstrate college readiness on the Explore Math assessment from 46.8% in SY2011 to 60% in SY2012, to 61.8% in SY2013, and to 63.7% for SY2014 on the Explore assessment.</li> </ul>
3	<p>Teachers will provide writing instruction aligned to the Common Core standards to all students through 1) the writing of arguments to support claims, 2) the use of informational/explanatory essays, and 3) the use of narrative essays using the writing process. Teachers will also provide instruction that exemplifies the skills and</p>	<p>Even though a Level 1 "highest-performing school", in order to ensure continuous improvement, and for all students, we need to increase the number of students meeting growth targets in literacy and mathematics for all grades and increase the number of students who test in the Exceeds category via the implementation of an even</p>
4	Optional	
5	Optional	

## Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers will provide literacy instruction aligned to the Common Core standards strategically and rigorously teaching reading through 1) building knowledge through content-rich informational text, 2) literacy instruction grounded in evidence from text, and 3) regular practice with complex text and its academic vocabulary. Teachers will further define the skills and understandings that all students must demonstrate to be college and career ready.	Even though a Level 1 "highest-performing school", in order to ensure continuous improvement, and for all students, we need to increase the number of students meeting growth targets in literacy for all grades and increase the number of students who test in the Exceeds category via the implementation of an even more rigorous literacy curriculum. To this purpose, our literacy goals are for:

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Data analysis by teachers and teacher teams to improve instruction and increase academic rigor	ILT/ Teacher Teams	All	Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource), and Reading Data Analysis Teacher Team	On-going	Year 2		
Differentiation used within the classrooms to enhance instruction for Tier 1, Tier 2, Tier 3	Instruction	All	Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource), and Reading Teacher Team	On-going	Year 2		
Curriculum Mapping for CCSS across the curriculum	Professional Development	All	Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource), and Reading Teacher Team	On-going	Year 2		
Provide supplementary materials at various levels to support all learners	Instructional Materials	All	Administration, Gloria Farrow, Madonna Arredondo (Reading Resource)	On-going	Year 2		
Continue to support teachers with team teaching with Reader's Workshop, Balanced Literacy, Daily 5, Literature Circles, Guided Reading, Centers, to name a few	ILT/ Teacher Teams	All	Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource)	On-going	Year 2		

## Strategic Priority 1

Increase the use of CCSS and district wide formative, and summative assessment data to drive instruction	ILT/ Teacher Teams	All	Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource), and Reading Data Analysis Teacher Team	Summer 2012	Year 2		
Continue use of technology to support curriculum, i.e. Achieve 3000, Study Island, Compass Learning to differentiate instruction	Instructional Materials	All	Administration, Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource), and Reading Teacher Team	On-going	Year 2		
Continue to support teachers with creating/writing CCSS Units, Assessments, and rubrics	Professional Development	All	Administration, Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource)	On-going	Year 2		
Continue to use Instructional Rounds centered around Problems of Practice with observations made to provide PD to build common academic language, instructional practice/strategies, and build academic rigor at grade level and school-wide	Professional Development	All	Administration, Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource)	On-going	Year 2		
Reading Resource teachers continue to provide teachers and students with resources, instructional support, and professional development	Other	All	Gloria Farrow and Madonna Arredondo (Reading Resource)	On-going	Year 2		
Increase the amount of coaching support for teachers with Reader's Workshop, Balanced Literacy, Daily 5, Literature Circles, Guided Reading, Centers, to name a few	ILT/ Teacher Teams	All	Gloria Farrow, Madonna Arredondo (Reading Resource)	On-going	Year 2		
Differentiation within the terms of data, addressing instruction, text complexity, and performance tasks used in the classroom for gifted, regular, ELL's, SpEd, and including addressing the needs of African American students	Instruction	All	Administration, Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource), and Writing and Data Analysis Teacher Team	On-going	Year 2		

## 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
Teachers deliver mathematics instruction aligned to the Common Core standards emphasizing comprehensive conceptual understanding, procedural fluency, habits of mind practices that more surely result in mastery and the ability to apply mathematical reasoning to problem solving, and including emphasis on mathematics as a tool of scientific inquiry, and real-life problem solving. Instruction will build on connections within mathematics topics,	Even though a Level 1 "highest-performing school", in order to ensure continuous improvement, and for all students, we need to increase the number of students meeting growth targets in mathematics for all grades and increase the number of students who test in the Exceeds category via the implementation of an even more rigorous mathematics curriculum. To this purpose, our mathematics and science goals are for:

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase effective and targeted use of formative, summative, (including grade level NWEA, and state and common core standards), and performance mathematics assessment data to drive mathematics instruction, including making instructional decisions, forming flexible groups for purposes of targeted instruction and identifying students who require additional teaching to move from a given to a higher tier of achievement.	Instruction	All	Teachers, Linda Hunt (MCLT), and Mathematics Data Analysis Teacher Team	On-going	Year 2		
Plan, coordinate, and provide PD addressing the Common Core mathematics content standards to increase the rigor of mathematics instruction in both content and practices	Professional Development	All	Linda Hunt (MCLT), and Mathematics Data Analysis Teacher Team	Quarter 1	Year 2		
Plan, coordinate, and provide PD and coaching support for increased differentiated mathematics teaching (based on teacher knowledge of learning progressions) and learning through Project-Based Mathematics Instruction.	Professional Development	All	Teachers, Linda Hunt (MCLT), and Mathematics Data Analysis Teacher Team	Quarter 1	Year 2		
Improve mathematics instruction in the Algebra content strand for all students in K - 8.	Instruction	All	Teachers	Quarter 1	Summer 2013		
Plan, coordinate, and provide PD addressing articulation across grade level and grade bands of Common Core content and practice standards, emphasizing instruction that makes connection within topics, across grades, and that is firmly rooted in the understanding of learning progressions with regular education, gifted education, Special Education and English Language Learner student populations.	Professional Development	All	Linda Hunt (MCLT), and Mathematics Data Analysis Teacher Team	On-going	Year 2		



### Strategic Priority 2

Identify and support students who are almost at "Meets" with targeted instruction and additional practice and engagement so as to move to "Meets".	After School/ Extended Day	All	Teachers, Linda Hunt (MCLT), and Mathematics Data Analysis Teacher Team	On-going	Year 2		
Improve mathematics instruction in the Data Analysis, Probability, and Statistic content strand for Middle Level students (defined as grades 6 -8).	Instruction	All	Middle Level Teachers, and Linda Hunt (MCLT)	Quarter 1	Summer 2013		
Ensure that a common academic language in mathematics is being used in all classrooms in all mathematics teaching and learning.	ILT/ Teacher Teams	Other student group	Teachers	On-going	Year 2		
Identify and support students who are almost at "High Meets" with targeted instruction and additional practice and engagement so as to move to "Exceeds".	After School/ Extended Day	All	Teachers, Linda Hunt (MCLT), and Mathematics Data Analysis Teacher Team	Quarter 1	Year 2		
Emphasis on mathematics as a tool used in the pursuit of scientific inquiry and real-world problem solving.	Instruction	All	Teachers, Linda Hunt (MCLT), and Mathematics/Science Teacher Team	On-going	Year 2		
Assist technology-supported mathematics instruction, including calculator use, computer simulations, and real-time mathematics instruction with immediate assessment and feedback, and instructional adjustments based on individual needs and real-time progress (Study Island, and Compass Learning online programs, for example).	Instructional Materials	All	Teachers, Linda Hunt (MCLT), and Mathematics/Science/Technology Teacher Team	On-going	Year 2		
Ole A Thorp students will continue to participate in academic competitions in mathematics and/or science and/or competitions addressing mathematics, science, and including social science, literacy, and the fine arts.	After School/ Extended Day	All	Teachers	On-going	Year 2		
Continue development of grade level science assessments for all grade levels.	ILT/ Teacher Teams	All	Teachers, Linda Hunt (MCLT), and Mathematics/Science Teacher Team	On-going	Year 2		
Analyze and evaluate best mathematics texts for grades K - 8 linked to the Common Core mathematics standards, including Algebra I texts, and resulting in the purchase of the texts insuring best practices and rigorous content.	Supplies	All	Teachers, Linda Hunt (MCLT), and Mathematics Committee	Quarter 1	Quarter 4		
Provide supplemental texts for mathematics for the purpose of reteaching, as well as extension and acceleration.	Supplies	All	Teachers, Linda Hunt (MCLT), and Mathematics Committee	Quarter 1	Quarter 4		

## Strategic Priority 2

Rigorous mathematics and science teaching and learning to Common Core Standards at and beyond grade level with numerous opportunities for deep immersion in the math, science, and integrated curricular topics.	ILT/ Teacher Teams	All	Teachers, Linda Hunt (MCLT), and Mathematics/Science/Technology Teacher Team	On-going	Year 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 provide writing instruction aligned to the Common Core standards to all students through 1) the writing of arguments to support claims, 2) the use of informational/explanatory essays, and 3) the use of narrative essays using the writing process. Teachers will also provide instruction that exemplifies the skills and understandings that all students must demonstrate to be college and career ready.	Even though a Level 1 "highest-performing school", in order to ensure continuous improvement, and for all students, we need to increase the number of students meeting growth targets in literacy and mathematics for all grades and increase the number of students who test in the Exceeds category via the implementation of an even more rigorous writing curriculum to undergird high achievement with the literacy, mathematics, science,

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Data analysis by teacher teams to improve writing instruction and increase academic rigor	ILT/ Teacher Teams	All	Administration, Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource), and Writing Data Analysis Teacher Team	Summer 2012	Year 2		
Differentiation used within the classrooms to enhance instruction for Tier 1, Tier 2, and Tier 3	Instruction	All	Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource), and Writing Teacher Team	On-going	Year 2		
Develop and administer a school-wide writing program for all students - monitor quarterly	ILT/ Teacher Teams	All	Administration, Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource), and Writing and Data Analysis Teacher Team	Quarter 1	Year 2		

## Strategic Priority 3

Continue PD and coaching to analyze student writing samples	Professional Development	All	Administration, Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource), and Writing and Data Analysis Teacher Team	Quarter 1	Year 2		
Continue to use Instructional Rounds centered on a problem of practice with observations made to provide PD to build a common academic language, improve instructional strategies and increase academic rigor at and across grade levels	Professional Development	All	Administration, Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource)	Quarter 1	Year 2		
Team teaching to improve writing instruction	Instruction	All	Administration, Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource)	Quarter 1	Year 2		
Increase the amount of coaching to improve research and writing instruction for the purpose of mastering a range of skills, application and understanding that all students must demonstrate.	ILT/ Teacher Teams	All	Gloria Farrow, Madonna Arredondo (Reading Resource)	Quarter 1	Year 2		
Continue to create CCSS units with informative/explanatory/narrative essays with an emphasis on writing for argument across the curriculum in order to prepare all students for college and career readiness.	ILT/ Teacher Teams	All	Administration, Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource), and Writing Teacher Team	On-going	Year 2		
Provide PD and resources( such as: computers, laptops, ipads and additional hardware) for teachers and students to enhance writing instruction	Professional Development	All	Administration, Gloria Farrow, Madonna Arredondo (Reading Resource)	Quarter 1	Year 2		

### Strategic Priority 3

Differentiation within the terms of data, addressing instruction, text complexity, student lexile range, and performance tasks used in the classroom for gifted, regular, ELL's, SpEd, and including addressing the needs of African American students	Instruction	All	Administration, Teachers, Gloria Farrow, Madonna Arredondo (Reading Resource), and Writing and Data Analysis Teacher Team	On-going	Year 2		

## 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

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

## 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

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps