



2012-2014 Continuous Improvement Work Plan

Mildred I Lavizzo Elementary School

Rock Island Elementary Network
138 W 109th St Chicago, IL 60628
ISBE ID: 150162990252492
School ID: 610208
Oracle ID: 25671



Mission Statement

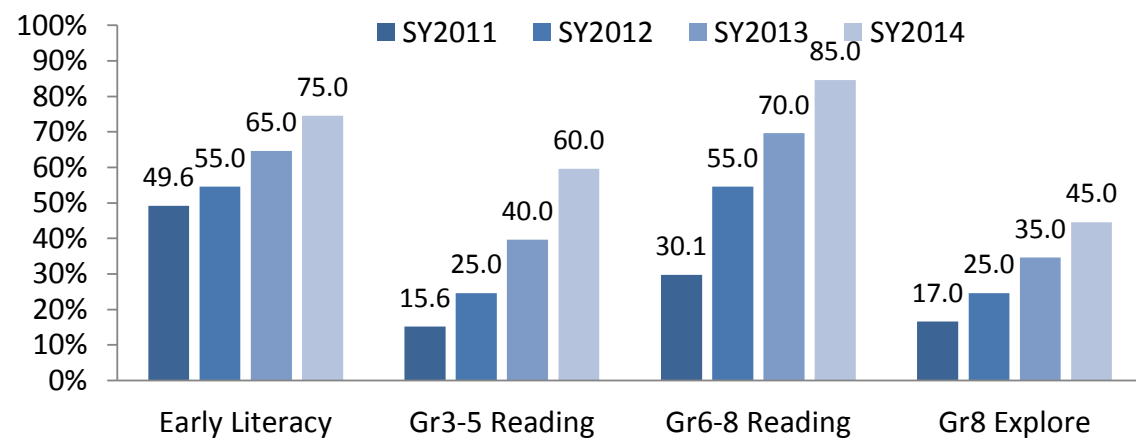
We believe that through professional development and collaboration, teachers will create and implement an environment of academic excellence through rigorous data driven instruction and assessment. All students will receive well-rounded educational experiences that address the whole child by focusing on their educational, social, and emotional needs. In partnership with families and the community, Mildred I. Lavizzo School will continue to foster educational opportunities, social involvement, and collective endeavors that will empower all of our students.

Strategic Priorities

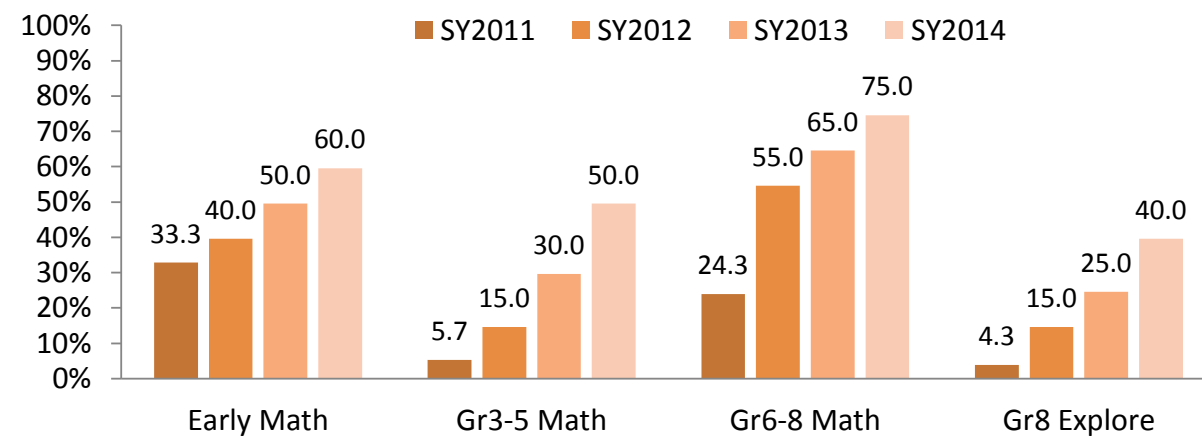
- 1. Core Instructional Program- Core Instructional Program- Our priorities will digging deeper with Common Core and mainstreaming the reading instructional shifts through thematic unit planning as well as maximizing instructional time through balanced literacy. Also, we will begin to refer to exemplar text to model and guide
2. Professional Learning Systems- Professional Learning Systems- One of our systems is to continue to have common planning and vertical articulation meetings per quarter. While teachers are digging deeper and wider with the Common Core State Standards, it is imperative that we build time for high level collaboration.
3. Instructional Leadership- The Instructional Leadership Team will continue to act as stakeholders and communicate goals to staff. Each member of the ILT will take ownership of projects related to goals, educate other ILT members as well as staff, and assist with implementing strategies for full implementation with school wide
4. Culture and Climate(SEL) We will continue to build social and emotional learning schools through our Positive Behavior Intervention System(PBIS) store, our community garden and our partnership with Metropolitan Family Services. Also, we will continue to promote students growth by our partnership with SGA

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Mildred I Lavizzo 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
Tracey Stelly	Principal
Cathy Clark	Assistant Principal
Kelly Chaney	Counselor/Case Manager
Ronnie Davis	LSC Member
Aretha Cummings	LSC Member
Breanne Dale	Other
Joanna Calandriello	Classroom Teacher
Lawanda Jones	Classroom Teacher
Annette Ford	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	49.6	55.0	65.0	75.0		Early Math % of students at Benchmark on mClass	33.3	40.0	50.0	60.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	15.6	25.0	40.0	60.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	5.7	15.0	30.0	50.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	35.7	50.0	65.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	39.8	50.0	60.0	70.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	30.1	55.0	70.0	85.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	24.3	55.0	65.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	68.9	75.0	85.0	90.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	65.6	75.0	80.0	85.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	17.0	25.0	35.0	45.0		Explore - Math % of students at college readiness benchmark	4.3	15.0	25.0	40.0



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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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	91.5	94.0	96.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	39.1	25.0	20.0	15.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	55.0	65.0	70.0	80.0		ISAT - Reading % of students exceeding state standards	4.6	10.0	15.0	20.0
ISAT - Mathematics % of students meeting or exceeding state standards	60.5	70.5	75.5	80.5		ISAT - Mathematics % of students exceeding state standards	6.1	10.0	15.0	20.0
ISAT - Science % of students meeting or exceeding state standards	44.9	50.9	55.9	61.0		ISAT - Science % of students exceeding state standards	1.3	5.0	10.0	15.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>School-wide goal set" Drive to 85"</p> <p>With the following tools used to achieve our goals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Lesson plans with CCSS/CCR <input type="checkbox"/> Wall of Gains <input type="checkbox"/> DIBELS GO GREEN <input type="checkbox"/> Thematic Units <input type="checkbox"/> AVID <input type="checkbox"/> Next Grade Pacing Chart 	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal meets with ILT weekly to discuss and prioritize Network, School, and Staff needs. Principal holds weekly one on one conferences with teachers focusing on student assessment and data, professional development, classroom instructional material, and classroom environment. Principal has created College and Readiness Centers, annual career day, students participated in college tours in conjunction with our Community School partner (MetroFamily), and students are engaged in project-based lessons and activities using research, Socratic seminars, and Cornell Notes. Monthly meetings and workshops such as LSC, NCLB/PAC, CIWP(formally SIPAAA), family literacy, science, and math nights, open house, and report card pick up are held for parents, families, and community members to empower them with information surrounding our school performance and score card, student learning goals, and school improvements.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Lavizzo teachers are committed and dedicated. Their high expectations for student learning are evident through their active participations on several committees, their attending numerous Professional Development, and communication with other staff, administration, and parents. With mostly new staff to Lavizzo, we have been able to obtain student growth targets that surpass 25 other schools in our Network. Lavizzo teachers are all highly qualified in the subjects they teach. They have been and are continuously challenging themselves and our students through rigorous lessons and common core standards. Every teacher in the Lavizzo School building is a part of one of the effective school committees listed. They are willing to stay late in put in the time necessary to be successful. We collaborate, take risk, try again, until we get it right. Our students are a big part of the culture of accountability. Teachers work in teams and set goals. They meet one on one with the administration weekly and share those ideas so they can be put into practice with support. Lavizzo has the following active committees that are lead by teachers: ILT, CIWP, LSC Teacher Reps, Union Rep, Grant Writing, RTI/PBIS team, Coach teams both academic and athletic, Mentor, Curriculum team, Grade</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>Lavizzo's ILT consist of teachers whose knowledge, leadership, and experience is needed to effectively make decisions and follow through with action. The ILT does the following: makes instructional and curriculum decisions based on school and student needs, lead professional development in teams, provides insight on instructional materials and resources, monitor, analyze, and adjust student data and learning goals, report and reflect on teaching styles, serve as advocates of teacher and student accountability, and the ILT brings a plethora of resources and ideas that allows us to engage, practice, and reflect upon.</p>	
Monitoring and adjusting ----->			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Lavizzo School analyzes student data on a weekly basis through our school-wide progress monitoring system. Teachers and students are held accountable and are able to reflect and make adjustments to learning and teaching goals. Analyzing data and progress monitoring is evident throughout the classrooms and the school.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Lavizzo's team of teachers work on a year-long scope and sequence that is mapped out in quarters. Each quarter consist of thematic units designed with Common Core standards. These units are content driven, modified to meet student targeted goals, skilled-based, and rigorous. The fourth quarter unit plans focus on next grade level standards to challenge students' instructional levels and prepare them for the next grade. Summer workshops are provided to allow teachers to create unit plans for the beginning of the school year.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>The instructional materials are consistent with the state standards and are abundant. Materials and resources are supportive and modified to meet all of our students' needs. Teachers in grades K-5 utilize the same publisher's materials and the same goes for grades 6-8.</p>	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>There is a quarterly progress monitoring team of teachers that are tech savvy and computer literate. These teachers disseminate data to all K-8th grade teachers. Data in all subject areas is shared at grade level meetings and analyzed at common planning times. Examples of BOY, MOY, and EOY can be seen on our Wall of Gains, classroom data walls, and posted in teachers lounge. Teachers create assessment questions based on individual and classroom data using ISAT testmaker, Study Island, Scantron Assessment Tools, and ISBE.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>While over half of the Lavizzo teachers communicate with the students the learning objectives and purpose for lessons, there are still a hand-full of teachers that are not consistent with these best practices. As grade groups, teachers collaborate on essential questions matched to their unit plans that promote HOT skills and strategies.</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			3
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Lavizzo School uses interim district assessments such as DIBELS and SCANTRON that identifies students in need of academic interventions. A 3-minute reading and math assessment is used for out of district transfer in students for quick snapshots. Our Interventions are administered with fidelity and consistency in-class, in small groups, one on one, and push-in support. Our interventions are closely monitored by our ILT and RTI teams and adjustments are made as necessary. Students are tiered according to their instructional levels and placed in appropriate intervention programs such as: Burst, System 44, Read 180, and SES.</p>	
Whole staff professional development ----->			3
<div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em; padding-right: 5px;">Professional Learning</div> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Lavizzo School submits our year long Professional development plan to our Network office. It is based on the student and school academic and social needs. Teacher PD are differentiated based on grade groups and content areas. Principal meets with teachers weekly for one on one PD that is also data driven and student and teacher needs. Danielson's Framework and Common Core has been included in all PD.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: Teacher teams meet weekly for common planning to analyze formative assessments, data, and weekly planning. Teacher teams meet weekly for grade level and school wide topics and objectives. Every quarter teacher teams meet to plan quarterly thematic units. Teachers and specialist meet every 3-4 weeks to discuss progress-monitoring data for students receiving intervention and for students at level, how to push them. Teacher teams collaborate on daily basis and share ownership for results in student learning, achievement, SEL, and behavior management. Teams are inclusive of general education, special education, and other specialist. Teacher teams are supported by several ILT members. Teachers have protocols and schedules in place for team collaboration 	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Lavizzo School purchased a Literacy Coach to help support students in grades Head Start thru 8th Grade including SwD. Lavizzo has partnered with New Teacher Center and also has experienced staff as mentors for new teachers to provide support. All professional development is differentiated and new teachers have professional development to enrich their understanding and knowledge of school's protocol and pedagogy. Peer coaching is provided within teacher grade level groups and teacher walk throughs.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Through the implementation of the school expectations, each child is challenged to reach their full potential, while encouraged to examine college and career readiness. This is evidenced through the ongoing Social Emotional Learning lessons implemented in each classroom, as well as through the learning activities provided in an out of the classroom.</p> <p>In order to support Lavizzo's efforts to have students career and college ready, the following activities have been implemented on a regular basis: College themed Math/Literacy Night, College Visits, High School Visits/Fairs, Career Day, College and Career Readiness</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Relationships</p> <ul style="list-style-type: none"> <input type="checkbox"/> All students are aware of the core team members (Administration, Counselor, Social Worker, Resource Coordinator, etc.) that are available to provide assistance and support to them while encouraging each child to reach his/her goals. <input type="checkbox"/> Student's classroom experiences provide a safe environment that allows each child to express themselves and provide time for research and reflection on past and present issues that affect the world we live in today. <input type="checkbox"/> Partnerships with business and organizations have been developed over time which contributes to the growth and development of our students and their families. School partners understand the mission and vision of the school and work with the 	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Lavizzo School staff utilizes the Positive Behavioral Incentive System (PBIS), end of the year incentive trips, monthly positive behavioral celebrations, weekly fitness program for students to have extra gym time, daily (as needed), Safe Rooms visitations, and daily (as needed) Peer Placement to promote and maintain a school-wide approach to discipline.</p> <p>The parent volunteers, members of the Local School Council, and 21st Century Community school staff assist the school staff with maintaining a safe and welcoming school environment. All of the</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Expectations</p> <ul style="list-style-type: none"> <input type="checkbox"/> School provides a monthly newsletter and website that delivers current information and updates regarding important school news. <input type="checkbox"/> Principal keeps parents abreast of school performance during NCLB and LSC meetings with a Principal's Report. <input type="checkbox"/> Principal meets with Teachers and Staff as a group weekly in order to provide them with information regarding school performance. <input type="checkbox"/> Principal utilizes Professional Development days to ensure that Teachers are clear on what students are expected to achieve regarding the Common Core standards. 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers participate in Open House, Report Card Pick-Up, Teacher/Parent conferences. Lavizzo has an open door policy for parents and families to meet with teachers and administrators before or after school hours. Lavizzo has a new website that provides additional communication besides the IMPACT Parent Portal. A monthly newsletter is disseminated with school information and highlighted events. Students' academic and social needs are shared</p>	
Bonding ----->			3	
<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Lavizzo School is the Hub of our community. We have undergone a tremendous cultural and climate change. We have included the following programs and events in our daily learning environment that helps promote a safe, non-threatening environment for our students, staff, and parents: PBIS, CBITS, CASEL(SEL), Safe Rooms, Parent Partnership Room, Emergency safety protocols, Health Mobiles, CPR and Red Cross Certifications for parents and community members, GED program, Garden Initiative Grant, Black Star Parent of the Year Award, Student Award Celebrations, Academic Bowls, and Literacy/Math/Science nights, and end of the year student incentive trips</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
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>The learning community at Lavizzo Elementary School provides parents with the opportunity to be involved within their child's academic and social setting. The Parent Partnership Room provides parents the use of technology and a medium by which to support their child's learning with books, games, and other resources for each grade level. Our active NCLB/PAC committee helps plan</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>The school provides students with information regarding local high schools and colleges Students are encouraged to apply to selective enrollment schools (high school) and provided supplemental support to complete the process with the counselor.</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Students' academic activities are planned with rigor, and insight for their intended careers and College. There are college and career readiness centers set up throughout the school to encourage students to prepare and plan for such transitions. Students in grades 7th and 8th participate in Cambridge programs highlighting ACT lessons of study. Increased scores on Explorer assessment is evidence of student achievement and college and career readiness.</p>		
Enrichment & Extracurricular Engagement ----->			2	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>The students are given the opportunity to participate in a variety before and after-school programming. There are opportunities for students to receive academic support and participate in athletic activities as well. Students will utilize the FSD to participate in</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	8th grade students participate in an after school program four days a week focused on preparation for the Explorer assessments.	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			2
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Our Step up programs allows for smooth transitions from Head Start to Kindergarten. This summer, our Step Up to 3rd grade will focus on students in the Intensive and Strategic categories of DIBELS to prevent academic loss during summer months and provide intense intervention to get them on track.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Allocated the following with discretionary funds that help provide academic and social support aligned with school's vision and priorities: Health and Wellness Program, Chicago Children's Choir, Merit Music Program, Literacy Coach, Technology Coordinator, Science on the Go, Leveled Library Bookroom, Exemplar Books that are text complex, Professional Learning Libraries, Professional Development, Technology equipment and supplies (computers, nooks, etc.), Step Up summer programs, after school programs, and recess equipment, Literacy Tutoring extended day buckets for RTI student support. Reduce Class-size teachers. and FSD Parent</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>School actively work to hire teachers and staff based on student needs after all interim and district assessments. Schools administrative and interview team works closely with Teach For America and Universities to obtain highly qualified teachers and staff members. The interview team works diligently to include a rigorous multistep interview process that includes a teacher portfolio student assessment results(when applicable), and interview questions that demonstrate candidate expertise and commitment. Applicants are shared with stakeholders to select the best teacher candidates.</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Lavizzo's has created a FSD plan with all stakeholders. Student academic and social needs are included in the plan. Our plan has a holistic approach to student progress and adademic achievement. Our schedule includes collaboration among teacher teams both vertically and horizontally. Teachers collaborate on academic needs of all students using real time student data and progress monitoring. Lavizzo has had and will continue to have functioning teams such as RTI/LRE, Grade Level, ILT, PAC(parents), LSC, and AVID Team to help all students especially those in Tier 3 and Sped.</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

We believe that through professional development and collaboration, teachers will create and implement an environment of academic excellence through rigorous data driven instruction and assessment. All students will receive well-rounded educational experiences that address the whole child by focusing on their educational, social, and emotional needs. In partnership with families and the community, Mildred I. Lavizzo School will continue to foster educational opportunities, social involvement, and collective endeavors that will empower all of our students.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Core Instructional Program- Core Instructional Program- Our priorities will digging deeper with Common Core and mainstreaming the reading instructional shifts through thematic unit planning as well as maximizing instructional time through balanced literacy. Also, we will begin to refer to exemplar text to model and guide students into reading complex text that will enhance their growth in vocabulary. As we use a variety of text during instruction, teachers will model and guide students to enhance their "writing about reading" skills. Another priority is to promote and sustain a model for independent reading/conferencing and matching students to text (lexile levels	Based on reading data from our student growth targets, we will continue to provide core instructional programs with a focus on foundational skills, readability of informational text and wide-range of genres, and increase students' range of writing across content areas. Examples of those Core Instructional Programs are The Reading and Writing Workshops, School-wide Scholastics Leveled Bookroom and READ 180 intervention

2	<p>Professional Learning Systems- Professional Learning Systems- One of our systems is to continue to have common planning and vertical articulation meetings per quarter. While teachers are digging deeper and wider with the Common Core State Standards, it is imperative that we build time for high level collaboration. Therefore, we will implement lesson studies. This research based and proven collaboration practice is intended to enhance lessons , enhance teacher's mind-set by becoming more reflective around best practices in teaching Also implementing a lesson study approach supports teachers with additional strategies as they plan lessons. Teachers will continue to support one another during grade team meetings to articulate data from grade to grade, share strategies as well as use the school wide progress monitoring system (E-Progress Monitoring). Also to support professional learning systems, we will begin to take a closer look at implementing better and more frequent peer observations and feedback to promote a learning community as well as feedback around teaching practices and academic achievement.</p>	<p>Based on the Collaborative Teachers 5 essentials, we must create an environment that allows for a high level of teacher collaboration and planning that is focused on instruction, assessment, progress monitoring, and data analysis</p>
3	<p>Instructional Leadership- The Instructional Leadership Team will continue to act as stakeholders and communicate goals to staff. Each member of the ILT will take ownership of projects related to goals, educate other ILT members as well as staff, and assist with implementing strategies for full implementation with school wide goals and initiatives. Also, the ILT will continue to monitor data observing trends, needs, and next steps for the school. In addition to monitoring data and evaluating implementation of the goals, the ILT will begin to choose a Power of Practice in Reading and Math based on data, teacher and student needs. The Power of Practice will allow the ILT to notice school wide strategies that are working and or needs improvement to enhance academic growth for all students.</p>	<p>Based on the amount of students in excess, all stakeholders input on school-wide goals will be established and monitored quarterly</p>
4	<p>Culture and Climate(SEL) We will continue to build social and emotional learning schools through our Positive Behavior Intervention System(PBIS) store, our community garden and our partnership with Metropolitan Family Services. Also, we will continue to promote students growth by our partnership with SGA council groups to help anger management in. Our Girls Rule a female mentoring group that promotes positive image and self esteem, and character building. Lavizzo will continue to use " I Can Problem Solve". This program has seniors that promote collaboration, character building, and positive attitudes.</p>	<p>Based on the decreasing numbers of misconducts and trancies, we will continue to implement school-wide SEL programs for more positive growth and change in climate and culture</p>
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
Core Instructional Program- Core Instructional Program- Our priorities will digging deeper with Common Core and mainstreaming the reading instructional shifts through thematic unit planning as well as maximizing instructional time through balanced literacy. Also, we will begin to refer to exemplar text to model and guide students into reading complex text that will enhance their growth in vocabulary. As we use a variety of text during instruction,	Based on reading data from our student growth targets, we will continue to provide core instructional programs with a focus on foundational skills, readability of informational text and wide-range of genres, and increase students' range of writing across content areas. Examples of those Core Instructional Programs are The Reading and Writing Workshops, School-wide Scholastics Leveled Bookroom and READ 180 intervention

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Bases on Interim assessment data on Scantron, students will reach their targeted goals by 100 point gains on Reading, Math, and Science through our core instructional programs and interventions. We will continue to highlight those growths with progress monitoring, wall of gains, and classroom data charts.	Instruction	All	All Teachers and Administration	Quarter 1	On-going	On-Track	Lavizzo has made significant growth from one interim assessment period to the next on Scantron this school year and will continue to provide instructions on our new assessment, NWEA.
Teachers will use Reading and Writing workshop, Science Lab and Community School Garden will be included in our science instruction and incorporated in our FSD plan to provide rigorous and hands on science experiences.	Instruction	All	All Teachers in Primary and departmental science intermediate and upper grade teachers	Quarter 1	Quarter 4	On-Track	Continous improvement on interim assessments in Reading and Science on NWEA assessment next school year
Leveled Library Book Room will be used in our reading workshop literacy block during guided reading to ensure students are progressed monitored so their lexile levels will increase by 100 points.	Instruction	All	All Teachers and Administration	Quarter 1	Quarter 4	On-Track	Professional Development was provided on May 10, 2012 on the leveled book room. All teachers are required to utilize during the next school year and continuous.
Intervention programs such as READ 180, System 44, Burst, and Study Island are a part of our core instructional reading program for our Tier II and III students.	Instruction	All	One Primary, Intermediate, and Upper teacher	Quarter 1	On-going	On-Track	These intervention programs are used to get students on track and prevent them from being evaluated for special education services. Students are progressed monitored and program adjustments are made as necessary.
At level and Enrichment programs such as Kids College provide students with technology based instructions in reading and math during there reading and math instructional time blocks	Instruction	Other student group	All teachers	Quarter 1	Quarter 4	On-Track	Students have made growth targets on interim assessments based on their exposure to technology based programs like kids college. Lavizzo will conitue to utilize this program during its instructional time blocks.



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
Professional Learning Systems- Professional Learning Systems- One of our systems is to continue to have common planning and vertical articulation meetings per quarter. While teachers are digging deeper and wider with the Common Core State Standards, it is imperative that we build time for high level collaboration. Therefore, we will implement lesson studies. This research based and proven collaboration practice is intended to enhance lessons ,	Based on the Collaborative Teachers 5 essentials, we must create an environment that allows for a high level of teacher collaboration and planning that is focused on instruction, assessment, progress monitoring, and data analysis

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers collaborate weekly. They share student data, progress monitoring reports to work on next steps for student continued growth.	ILT/ Teacher Teams	All	Teachers and ILT	On-going	On-going	On-Track	
Teachers meet as teams with Special Education Teachers and provide insight on the needs of our SwD.	ILT/ Teacher Teams	Students With Disabilities	Gen Ed and Special Ed Teachers	On-going	On-going	On-Track	
Teachers attend Professional Development that is shared at grade level meetings and with entire staff at our weekly staff meeting.	ILT/ Teacher Teams	All	Teachers and ILT	On-going	On-going	On-Track	
Teachers meet with the Principal one on one weekly. Data is analyzed for next step planning.	ILT/ Teacher Teams	All	Teachers and Principal	On-going	On-going	On-Track	
Teachers meet with school and Network Instructional Coaches for suggestive improvements instruction.	ILT/ Teacher Teams	All	Teachers, Network Coaches, and Administration	On-going	On-going	On-Track	
ILT teams meet bi-weekly to analyze data, discuss instructional tools that are needed and effective, unit planning, and curriculum mapping. Students continue to make significant growth on interim assessments and are expecting to continue that growth with over 50% of student growth on upcoming NWEA	ILT/ Teacher Teams	All	ILT	On-going	Year 2	Behind	2012-13 will be Lavizzo's first time administering the NWEA assessments to students and will continue to provide staff with Professional Development to assure adequate student growth.
Parents meet with teachers at LSC meetings, ILT meetings, and school PD days to become familiar and have input on school's instructional vision	LSC/ PAC/ PTA	All	Parents, LSC, and Teachers	On-going	Year 2	On-Track	
NCLB/ PAC parents meet monthly and provide parent workshops, instructional small group activities to keep students on track, and give parents tools to assist their students at home. We want 25% of Lavizzo parents involved in this on-going process	LSC/ PAC/ PTA	All	Parents and NCLB/PAC	On-going	On-going	On-Track	



Strategic Priority 2



Strategic Priority 3

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

Strategic Priority Description	Rationale
Instructional Leadership- The Instructional Leadership Team will continue to act as stakeholders and communicate goals to staff. Each member of the ILT will take ownership of projects related to goals, educate other ILT members as well as staff, and assist with implementing strategies for full implementation with school wide goals and initiatives. Also, the ILT will continue to monitor data observing trends, needs, and next steps for the school. In	Based on the amount of students in exceeds, all stakeholders input on school-wide goals will be established and monitored quarterly

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administration participates in all training and professional development to move 5% to 10% of our students into exceeds categories in all content areas.	Instruction	All	Administration	Quarter 1	Quarter 4	On-Track	Students are making significant gains and are expected to continue with the new assessment NWEA.
All teachers participate professional development such as, the Level Reading Room training, Thematic Unit Planning, Reach, IRA Conference, Green Teachers' Network, Network ILT, and Network Common Core.	Instruction	All	Teachers/Administration/Network	Quarter 1	Quarter 4	On-Track	
Administration and ILT provides professional development focused on reading, math, science, writing, and interventions.	Instruction	All	Administration/ILT	Quarter 1	Quarter 4	On-Track	
All staff committed to before and after school programs, mentoring, small group instruction to move 5% to 10% of our students into exceeds categories in all content areas.	Instruction	All	All Staff	Quarter 1	Quarter 4	On-Track	
NCLB/PAC president provides professional development for parents regarding instructional practices to assist their children.	Parental Involvement	All	NCLB/PAC	On-going	On-going	On-Track	



Strategic Priority 3



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
Culture and Climate(SEL) We will continue to build social and emotional learning schools through our Positive Behavior Intervention System(PBIS) store, our community garden and our partnership with Metropolitan Family Services. Also, we will continue to promote students growth by our partnership with SGA council groups to help anger management in. Our Girls Rule a female mentoring group that promotes positive image and self esteem,	Based on the decreasing numbers of misconducts and truanicies, we will continue to implement school-wide SEL programs for more positive growth and change in climate and culture

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Decrease student discipline SCC #3-6 in Verify by 30%	Other	All	All Staff and Disciplin	On-going	Summer 2013	On-Track	
Continue to include social and emotional learning in our school vision.	Other	All	All Stake holders		On-going	On-Track	
Through our RTI Behavior plan, students will receive one on one and group counseling	Other	All	Teachers, counselor, social worker, and community school partners (Metrofamily and SGA)	On-going	On-going	On-Track	
After school detention, PBIS school store, safe rooms are provided to decrease the number of out of school suspensions	Other	All	Disciplinarian, Teachers, Counselor, Social Worker, PBIS Coordinator, Principal	On-going	On-going	On-Track	
Student attendance is important and must continue to increase from year to year.	Other	All	Teachers, Parents, Students, Administration, Attendance Clerk	On-going	On-going	On-Track	



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

Action Plan

Monitoring

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