



2012-2014 Continuous Improvement Work Plan

Francisco I Madero Middle School

Pilsen-Little Village Elementary Network

3202 W 28th St Chicago, IL 60623

ISBE ID: 150162990252838

School ID: 610215

Oracle ID: 41041



Mission Statement

Madero Middle School’s mission is to provide a strong academic foundation for all students, in a nurturing and engaging academic environment that is rigorous and differentiated. The individual needs of our students are met by a community of professional educators in a General Middle Grades Program, an International Baccalaureate Programme, a Military Academy, and community partnerships. Middle grades philosophy implementation provides a student-centered environment to support social-emotional growth, college and career readiness, empowering our students and families for educational success.

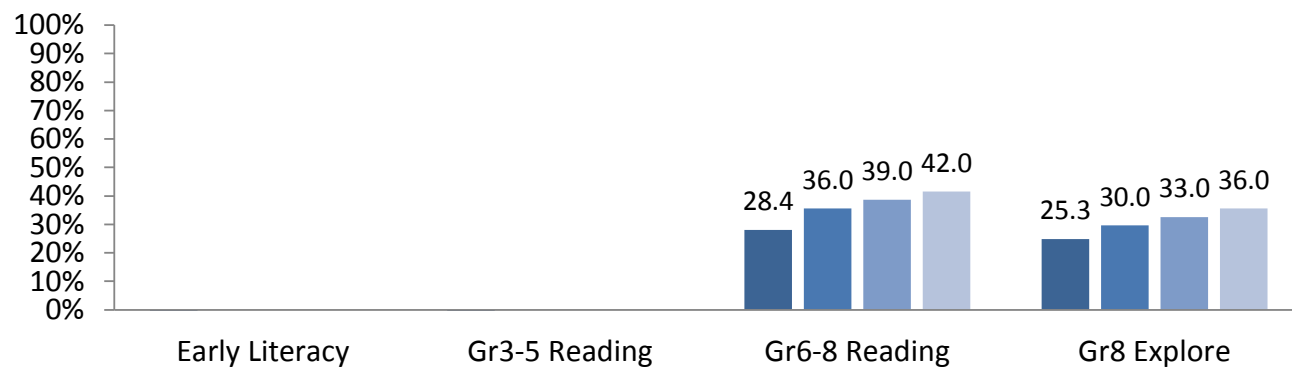
Strategic Priorities

1. Continue to work on gradual release of responsibility, more specifically on small-group instruction, using data as the baseline to group students.
2. Implementation of Common Core State Standards (CCSS) and WIDA Standards into content area instruction, specifically, through backward mapping design of instruction, the design of instructional units, design of assessments to measure academic achievement, and teaching with focus.
3. Implementation of a more differentiated instruction for all students through Universal Design for Learning (UDL). Thus, instruction could be delivered through units of study which are more accessible for the instruction of students with special needs.
4. Implementation of a culture that promotes respectful interpersonal relationships among students.

School Performance Goals

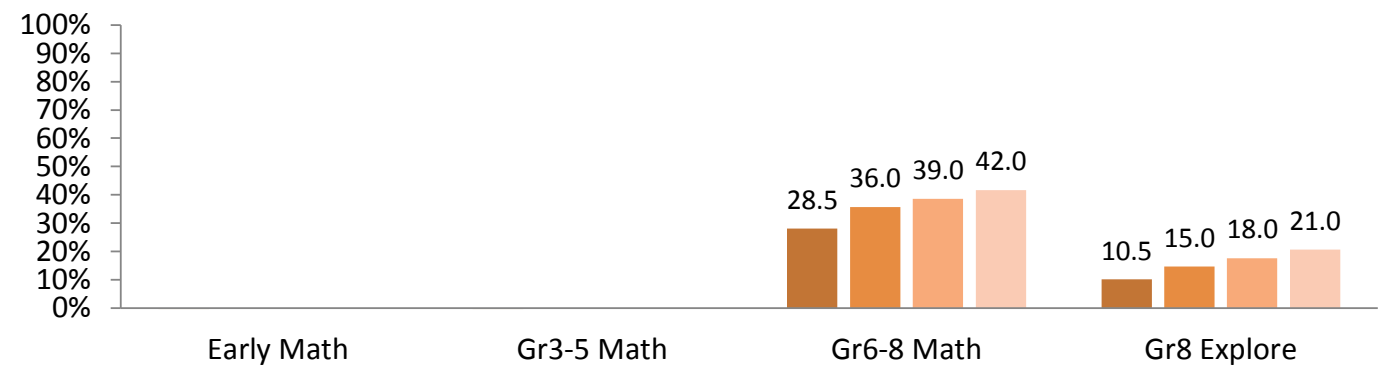
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Francisco I Madero Middle 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
Mr. José Luis Illanes	Principal
Ms. Sara Bosch	Assistant Principal
Ms. Nancy Ballesteros	Support Staff
Ms. Priscilla Faikel	Classroom Teacher
Ms. Tonantzin Gamboa	Community Member
Ms. Wendy Guerra	Classroom Teacher
Ms. Candace Haugh	Counselor/Case Manager
Ms. Iris Maldonado	Classroom Teacher
Ms. Rita Marquez	Lead/ Resource Teacher
Ms. Alexis Morales	Classroom Teacher
Ms. Noemi Avalos	Parent/ Guardian
Ms. Raquel Diaz	Parent/ Guardian



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA					Early Math % of students at Benchmark on mClass	NDA			
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA			
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.4	36.0	39.0	42.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	28.5	36.0	39.0	42.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.5	55.0	58.0	61.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	34.3	40.0	43.0	46.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	25.3	30.0	33.0	36.0		Explore - Math % of students at college readiness benchmark	10.5	15.0	18.0	21.0



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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.1	95.3	95.5	95.7					
					Misconducts Rate of Misconducts (any) per 100	7.1	6.5	6.0	5.5

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	72.8	76.1	79.4	82.7		ISAT - Reading % of students exceeding state standards	4.9	10.0	12.5	15.0
ISAT - Mathematics % of students meeting or exceeding state standards	77.2	80.5	83.8	87.1		ISAT - Mathematics % of students exceeding state standards	15.1	20.0	22.5	25.0
ISAT - Science % of students meeting or exceeding state standards	70.5	73.8	77.1	80.4		ISAT - Science % of students exceeding state standards	8.6	11.0	13.0	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>The ILT has written a Theory of Action and is developing in their use of learning cycles to drive student achievement. Currently the ILT and administration is working on creating unification among all initiatives and priorities in the school.</p>	
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 has established a culture that promotes professional growth and development within the school. Teachers needs are evaluated and supported by the principal as the school leader, while teachers are given ample opportunity for open conversation and communication about their individual needs as well.</p> <p>School's mission and vision are communicated to all constituencies, an all stakeholders support their implementation. Families are openly invited to participate as partners in their children's education, although parental involvement is limited. Principal constantly communicates with parents, both in English and Spanish, through different means including regular monthly meetings.</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
Teacher Leadership ----->			3
<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>Although it is a few teachers that assume most of the leadership roles in the school, all teachers are encouraged to serve in a leadership capacity when appropriate. The administration attempts to create opportunities for all teachers to serve on teams and committees, however not all teachers pursue these opportunities.</p> <p>Principal empowers students to learn, and to use the best of their potentials at becoming college and career ready. Principal promotes discipline and student self-control in the school, with a sense of fairness, consistency and dignity. To that extent, positive behavioral interventions are used, rather than punitive tactics.</p> <p>Teacher input is valued and is elicited in several ways. The administration welcomes feedback and expects all teachers to contribute their voice through their grade level or content area team. Whenever available, teachers are asked to share their learning and expertise with the whole school.</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
<p>Instructional Leadership Team (ILT) -----></p>			
<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>The ILT includes representation from all grade levels, but not from all content areas. The ILT is responsible for leading cycle work with their grade level teams and is also responsible for serving as the voice of their team members. Feedback is elicited from all teachers and taken back to the ILT as a part of the decision making process. The ILT plays an integral part in developing cycles of learning and participates in planning for professional development. They often serve as experts in an instructional practice.</p>	<p>2</p>
<p>Monitoring and adjusting -----></p>			
<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>Scantron data is examined after each testing session. On occasion, other school-wide data such as ISAT, EXPLORE, ACCESS, Code of Conduct violations, and other anecdotal data around the school environment is analyzed in order to determine the appropriate interventions to improve school climate.</p>	<p>2</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 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Math and science teachers pace instruction according to scope and sequence guides that come with the instructional materials. ELA teachers are beginning to work more collaboratively to create common unit plans based on the CCSS.</p> <p>Science and social studies teachers do not use high complexity texts outside their instructional materials.</p> <p>Not all teachers include accommodations/modification and other differentiation in their lesson plans.</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Math, science, and social studies teachers use common instructional materials across all grades and programs. However, there is little use of supplemental materials. ELA teachers use a greater variety of instructional materials and are in the process of ensuring that all materials are aligned to the CCSS.</p> <p>Not all instructional materials are inclusive of students with disabilities, ELL students, or other differentiation needs.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Most teachers are adept at using the data results from Scantron to guide their instruction. However, not many teachers create opportunities for a more complete picture of student learning. The ILT does examine all school wide data available to them and uses the data to make instructional decisions for the school. Administration uses data from the Scantron test as the foundation for conversations with teachers.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
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>Teachers are becoming more consistent at clearly communicating learning objectives with students. In addition, all teachers are working towards a complete understanding of CCSS standards and writing objectives aligned to the standards. Teachers on the ELA team are beginning work around backwards unit planning and writing performance assessments.</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
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>While there is an Rtl team in place, teachers are still developing their ability to identify students in need of intervention and determine the best intervention for each student.</p> <p>The Rtl team is beginning to put school wide systems in place for intervention progress monitoring. In addition, the school is gathering materials to support teacher's ability to implement interventions.</p>	
	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>As a whole, professional development is improving as it becomes more closely tied to the school's Theory of Action. Professional development is planned as needed rather than with a year long focus. There is no method in place to monitor the effectiveness of professional development, nor teacher implementation of new practices and strategies.</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 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers on all grade level teams meet on a regular basis. Team meetings consist of a mix of activities, including work around the Theory of Action and learning cycles. Currently, team meetings do not focus on data analysis or common planning.</p> <p>Special education teachers function as a part of each grade level team. An ILT member is a part of each team and facilitates cycle work.</p> <p>Agendas are set prior to team meetings and minutes are submitted, however there is not always a clear protocol for discussion.</p>	
	Instructional coaching ----->			1
	<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>The only support in place for new teachers is in the form of an in-house mentor, however there is no structure to this mentorship.</p> <p>Peer visits happen only occasionally and are not structured with any protocol for observation or debriefing.</p> <p>Individual professional development is pursued by some teachers, but there is no plan or administration input .</p> <p>The administration is in the process of putting a structure in place for consistent feedback and conversations with teachers.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Most staff members are consistent in a message of college and career readiness for all students. Teachers work with students on goal setting. School wide programs are in place to expose students to college and career options. The school has partnerships with several organizations to support a culture of college success.</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>All students participate in an advisory program. Teachers are expected to act as an adult advocate for students and students are able to find at least one adult that they can form a bond with. There are several mentorship programs in place for at-risk students.</p> <p>Students with disabilities are educated in a least restrictive environment and are included in all social-emotional programming.</p> <p>Family and community engagement focuses on both student and family needs with a value on student background.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>PBIS had been implemented for one year and is developing more effective school wide approaches. All teachers recognize positive behavior.</p> <p>Discipline violations are at a minimum and both administration and teachers seek to establish fair and effective discipline strategies for violations of the student code of conduct.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Information is provided to all parents through a written agenda as well as an orientation meeting, however no other follow up or consistent form of communication is used.</p> <p>A calendar with important dates goes home each month and the ILT has begun to send a newsletter home each month as well.</p> <p>There is no common procedure for communicating to families what student expectations are or examples of mastery.</p>	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>A monthly parent meeting (Coffee Club) is held to communicate school happenings with parents. Information is also communicated in monthly LSC and NCLB meetings.</p> <p>Communication between teachers and families happens mainly at report card pick up and in cases of concern.</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>The school environment is very welcoming to parents. The school offers many opportunities for parents development through the Community Academy and NCLB programming.</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. 	The school has many partnerships with outside organizations to provide outreach and social support to all families.	
	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. 	Career days and college visits are used to promote awareness of college and career choices.	
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. 	All teachers work on goal setting with students and 8th grade students have an opportunity to explore high school choices. Teachers are expected to provide continuous feedback to students on academic progress.		
Enrichment & Extracurricular Engagement ----->			4	
<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. 	Extra curricular activities are available to all students and their parents. Activities are available in all areas including sports, arts, academic, and social development.		

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. 	<p>The school participates in district wide Scantron testing three times a year.</p>	
	College & Career Admissions and Affordability ----->			1
	<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. 	<p>Information on college application, admission, and financial aid is given to parents and students periodically .</p>	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Madero works with it's feeder K-5 school as well as the feeder high school to make transitions as smooth as possible for students. Meetings are held with parents to help prepare them to assist their children through transitions.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	School has multiple partnerships with outside organizations to supplement funding and meet school needs. Discretionary funding is aligned to school priorities and administration monitors budget as schools needs shift.	
	Building a Team ----->			2
	<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. 	Teachers are assigned to teaching positions and teams based on student needs and teacher strengths. When there is a staff opening, administration looks to staff positions with strong candidates with whom they have familiarity of teaching abilities.	
Use of Time ----->			2	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	Schedules are based on student and teacher needs and aims to maximize instructional minutes for core content areas. During the 2011-2012 year, teachers had collaboration time during the day with the grade level team. During the 2012-2013 year, teachers will have collaboration time with both their grade level teams as well as their content area teams each week.	

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

Madero Middle School's mission is to provide a strong academic foundation for all students, in a nurturing and engaging academic environment that is rigorous and differentiated. The individual needs of our students are met by a community of professional educators in a General Middle Grades Program, an International Baccalaureate Programme, a Military Academy, and community partnerships. Middle grades philosophy implementation provides a student-centered environment to support social-emotional growth, college and career readiness, empowering our students and families for educational success.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Continue to work on gradual release of responsibility, more specifically on small-group instruction, using data as the baseline to group students.	It is important to empower students to become independent learners, who assume their instruction and academic progress more responsibly. This priority has been determined based on the analysis of student results on ISAT and EXPLORE tests, and the outcomes obtained from instructional walks in the school.
2	Implementation of Common Core State Standards (CCSS) and WIDA Standards into content area instruction, specifically, through backward mapping design of instruction, the design of instructional units, design of assessments to measure academic achievement, and teaching with focus.	Content area instruction needs to be inclusive of the CCSS and WIDA Standards, in order to provide students with the level of instruction that will make them college and career ready. This priority has been determined based on the analysis of students' test-scores on ISAT, EXPLORE, ACCESS and SCANTRON.
3	Implementation of a more differentiated instruction for all students through Universal Design for Learning (UDL). Thus, instruction could be delivered through units of study which are more accessible for the instruction of students with special needs.	Individual students' instructional needs need to be carefully addressed, while elevating the instructional rigor for all students. This priority has been determined as a result of audit reviews of Least Restrictive Environment (LRE) implementation at Madero Middle School.
4	Implementation of a culture that promotes respectful interpersonal relationships among students.	Student discipline should always be addressed from a positive standpoint, to create a culture in which students learn to resolve conflict through open communication. This priority has been determined as the result of the social and safety issues that have escalated in the community, and the number of incidents involving gang-related or drug-related situations at Madero Middle School.
5		

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
Continue to work on gradual release of responsibility, more specifically on small-group instruction, using data as the baseline to group students.	It is important to empower students to become independent learners, who assume their instruction and academic progress more responsibly. This priority has been determined based on the analysis of student results on ISAT and EXPLORE tests, and the outcomes obtained from instructional walks in the school.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Full adoption of Mini-Lessons as the instructional framework in ALL classrooms, so that teachers provide students with a solid block of instruction, and later students are provided with ample opportunity for independent work.	Instruction	All	Classroom teachers, program coordinators and administrators	Quarter 1	On-going	On-Track	The addition of a freed literacy coordinator and a freed bilingual coordinator will allow more coaching opportunities for teachers to develop comfort-level with using mini-lessons as an instructional tool in all classrooms.
Instructional strategies in ALL classrooms need to evolve from whole-group to more small-group, according to students' instructional needs.	Instruction	All	Classroom teachers, program coordinators and administrators	Quarter 1	On-going	On-Track	The addition of a freed literacy coordinator and a freed bilingual coordinator will allow more coaching opportunities for teachers to develop comfort-level with integration of small-group instruction.
Provide students with a rigorous instruction, while helping them to develop individual management systems to be more in control of their own individual instruction and academic growth.	Instruction	All	Classroom teachers, program coordinators and administrators	Quarter 1	On-going	On-Track	Teachers, coaches and administrators need to develop and implement management tools for individual students, so that each student can set-up his/her own instructional and academic goals, and monitor his/her progress throughout the school year.
Teacher assistants working with students who have Individualized Education Plans (IEPs) need to assist them with strategies to be able to access the general curriculum, while helping them develop independence in their own learning process.	Instruction	Students With Disabilities	Teachers and teacher assistants	Quarter 1	On-going	On-Track	It has been noticed that, attempting to help students with IEPs more comprehensively, teacher assistants do not allow these students the room to gain more self-sufficiency. Teacher assistants need to be trained more on allowing students the room to become more independent.
Continue providing students with after-school academic support, aligned with their instruction in class, through the Community Academy, to help them improve their academic skills and gain more independence as learners.	After School/ Extended Day	All	Administrators and Community Academy coordinator	Quarter 1	On-going	On-Track	As students improve their literacy and math skills, they feel more comfortable in their learning process, and may be challenged more to become independent learners.



Strategic Priority 1

Provide the support of a freed Literacy Coordinator for the school, as a result of the low evaluation (1) on Instructional Coaching, in the School Effectiveness Framework.	Staffing	All	Principal and Assistant Principal	Summer 2012	On-going	On-Track	A freed literacy coach will work individually with teachers, promoting the effective implementation of literacy in all classrooms. The coordinator will overview different curricular and instructional affairs, and will provide enrichment and academic interventions for students in need.

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
Implementation of Common Core State Standards (CCSS) and WIDA Standards into content area instruction, specifically, through backward mapping design of instruction, the design of instructional units, design of assessments to measure academic achievement, and teaching with focus.	Content area instruction needs to be inclusive of the CCSS and WIDA Standards, in order to provide students with the level of instruction that will make them college and career ready. This priority has been determined based on the analysis of students' test-scores on ISAT, EXPLORE, ACCESS and SCANTRON.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ALL teachers need to adhere to a full-adoption of Common Core State Standards (CCSS) in their instructional practices in class.	Instruction	All	Teachers, program coordinators and administrators	Quarter 1	On-going	On-Track	Starting with the first quarter of the 2012-13 school year, ALL teachers need to adopt the new Common Core State Standards (CCSS) in their classrooms, given that Madero Middle School is part of the Early Adopters initiative within the Chicago Public Schools.
As teachers plan their lessons, ALL teachers who have English Language Learner (ELL) students in their classrooms will need to integrate WIDA Standards in all their lessons.	Instruction	English Language Learners	Teachers and bilingual coordinator	Quarter 1	On-going	On-Track	WIDA Standards must be integrated as a tool to help English Language Learner (ELL) students in all classroom with the necessary strategies to help them improve their command of English language, as the means to make a successful transition into English only instruction.
Use in-house knowledge and skills to support teachers with the full adoption of CCSS in their instructional practices.	Professional Development	Not Applicable	Administrators, program coordinators and ILT members	Summer 2012	On-going	On-Track	In preparation for the adoption of CCSS, administrators, program coordinators and ILT members need to work with teachers on helping them prepare the necessary knowledge and materials for the full-adoption of these standards.
Ensure that all classrooms are prepared with the necessary books and instructional materials for the adoption and implementation of CCSS and WIDA in all classes.	Instructional Materials	Not Applicable	Administrators and coaches, with support from Network Officers	Summer 2012	On-going	Behind	It is important for Chicago Public Schools to indicate the recommended books and instructional materials for the implementation of CCSS, so that schools can proceed to the purchase, on time for the beginning of the 2012-13 school year.



Strategic Priority 2

Provide teachers with a formative assessment process, so that they receive constant and immediate feedback in their instructional practices in class, in order for them to refine their skills while gaining confort-level with CCSS and WIDA integration.	Professional Development	Not Applicable	Administrators, coaches and ILT members	Quarter 1	On-going	On-Track	Teachers need the support mechanisms to be exposed to a formative process that allows them to improve their teaching practices within the framework of new standard demands.
Provide teachers with off-duty time, so that they can observe other teachers, provide mutual coaching, and attend the necessary professional development to fully adopt and implement CCSS and WIDA in their classrooms.	Professional Development	Not Applicable	Administrators, program coordinators and ILT members	Quarter 1	On-going	On-Track	Administrators need to create the bucket funds for substitute teachers, to free teachers from instructional duties so that they can work on different professional development activities.
Create the positions of a freed literacy coordinator and freed bilingual coordinator for the school, to work with teachers on improving instructional practices.	Staffing	Not Applicable	Administrators	Summer 2012	On-going	On-Track	As much as the process of opening the position of literacy coordinator is under full control of school administrators, the position of bilingual coordinator needs to be supplemented by the Office of Language and Cultural Education.
Help teachers develop the necessary assessment system to evaluate their implementation of CCSS and WIDA in class.	Professional Development	Not Applicable	Administrators, program coordinators and ILT members	Summer 2012	On-going	On-Track	Assessment is a crucial element of program implementation. Teachers need to create appropriate assessment tools, to provide them with accurate profiles of their students' learning process.

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
Implementation of a more differentiated instruction for all students through Universal Design for Learning (UDL). Thus, instruction could be delivered through units of study which are more accessible for the instruction of students with special needs.	Individual students' instructional needs need to be carefully addressed, while elevating the instructional rigor for all students. This priority has been determined as a result of audit reviews of Least Restrictive Environment (LRE) implementation at Madero Middle School.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ALL teachers need to evolve from a whole-group instructional setting, into small-group instruction, so that students' individual instructional needs are better addressed.	Instruction	All	Teachers, program coordinators and administrators	Quarter 1	On-going	On-Track	Students need to be grouped according to their instructional needs, settings need to change constantly, and teachers need to work with small-groups while the rest of students work on independent practice activities.
Teachers' lesson plans must be inclusive of the necessary accommodations and modifications to address the individual needs of students with IEPs and ELL students	Instruction	All	Teachers, program coordinators and administrators	Quarter 1	On-going	On-Track	Instruction of students with IEPs and ELL students needs to be addressed with the inclusion of the appropriate accommodations and modifications they need in order to access the general curriculum.
Response to Intervention (RtI) methods and strategies need to be carefully included and implemented in the education of students with IEPs to supplement their individual needs so that they access the general curriculum in the best possible conditions.	Instruction	Students With Disabilities	Teachers and administrators	Quarter 1	On-going	On-Track	Response to Intervention (RtI) should be present at all times in the education of students with IEPs, and appropriately indicated in lesson plans.
The school needs to make the necessary provisions to provide students with disabilities with teacher assistants in classrooms, so that they can work under teachers' supervision on helping these students access the general curriculum.	Staffing	Students With Disabilities	Administrators	Quarter 1	On-going	On-Track	The participation of teacher assistants in the education of students with disabilities is of utmost importance, to help students gain more focus in their educational process.
Provide administrators, program coordinators, teachers, and teacher assistants with the necessary and appropriate professional development activities to help them improve their professional practice at all times.	Professional Development	Not Applicable	Administrators and program coordinators	Summer 2012	On-going	On-Track	Adequate professional development is important in acquiring and refining knowledge and skills to work with students.



Strategic Priority 3

Provide teachers with adequate supplies to work on addressing all students needs in classrooms, so that the instructional process can flow normally.	Supplies	All	Administrators	Summer 2012	On-going	On-Track	Teachers need to be fully-equipped with all types of materials and supplies in order to address all student instructional needs.
Provide students with a full instructional day (7 hours) of differentiated activities in different instructional and social settings, to promote their academic development, as much as their social-emotional growth.	Instruction	All	Administrators and teachers	Quarter 1	On-going	On-Track	Administrators and teachers will be responsible for providing students with appropriate and adequately differentiated activities during the entire school day.
Implementation of Interventions and Accelerations, to address the unique instructional needs of both students with academic needs, and those who excel in their learning processes.	Instruction	Other student group	Teachers, program coordinators and administrators	Quarter 1	On-going	On-Track	The needs of students on the-high end and the low-end of the learning spectrum will be individualized and addressed through the appropriate acceleration and intervention approaches.

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
Implementation of a culture that promotes respectful interpersonal relationships among students.	Student discipline should always be addressed from a positive standpoint, to create a culture in which students learn to resolve conflict through open communication. This priority has been determined as the result of the social and safety issues that have escalated in the community, and the number of incidents involving gang-related or drug-related situations at Madero Middle School.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue with the implementation of Positive Behavior Intervention Strategies (PBIS) as the behavior management system at Madero Middle School.	Other	All	Administrators, program coordinators and teachers	Quarter 1	On-going	On-Track	Student discipline must be addressed consistently through positive interventions and with dignity.
Develop a system to record ALL discipline-related incidents at the time of occurrence, in order to prevent issues to escalate to the point of misconduct referrals.	Other	All	Administrators and teachers	Quarter 1	On-going	On-Track	Currently, only incidents that require misconduct referrals are being recorded and reported. The school needs to develop a recording system for all discipline-related incidents, so that they can be addressed from the early stages of occurrence.
Help teachers improve their classroom management skills and discipline control practices, so that the number of discipline incidents lowers.	Professional Development	All	Administrators	Quarter 1	On-going	On-Track	If teachers address discipline issues and maintain a better control of their groups, the number of discipline referrals could be lower.
Involve parents on improving discipline at Madero Middle School, through more responsible parenting, and instilling values in their children at home.	Parental Involvement	Not Applicable	Administrators and teachers	Quarter 1	On-going	On-Track	Madero Middle School needs to continue cultivating the development and growth of parent groups and their involvement in the education of children, as much as on helping parents improve their parenting skills.
Students must be trained on conflict-resolution skills, so that they can address their problems without reaching levels of dispute and tension with each other	Other	All	Administrators and teachers	Quarter 1	On-going	On-Track	As much as discipline is under control at Madero, there is always room for improvement. Situations could improve if students learn alternative methods such as conflict resolution and restorative justice.
Continue with the VIP mentoring program, in partnership with Enlace Chicago, as a means of providing at-risk students with mentoring programs to help them remain on the right track.	Other	Other student group	Administrators	Quarter 1	On-going	On-Track	The VIP mentoring program provides students at-risk with the role-models and support systems to help them prevent failure in life.

Strategic Priority 4

Provide the necessary funds to maintain a student incentive store within the school, for students to redeem their Madero Dollars, as part of the implementation of PBIS.	Supplies	All	Administrators	Quarter 1	On-going	On-Track	Students need to find suitable rewards for their good deeds, as part of the behavior management program at Madero Middle School.
Provide students with opportunities to interact with each other in a more social context, aside from instructional settings, through activities like recess.	Other	All	Administrators and teachers	Quarter 1	On-going	On-Track	Students need to be provided with guided and structured activities that promote social interaction, such as recess.
Purchase the necessary supplies and equipment to promote student social interactions during recess.	Supplies	All	Administrators	Summer 2012	On-going	On-Track	The school needs to be equipped with the necessary supplies and means to provide students with constructive and entertaining activities for recess.

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