



2012-2014 Continuous Improvement Work Plan

John A Walsh Elementary School

Pilsen-Little Village Elementary Network

2015 S Peoria St Chicago, IL 60608

ISBE ID: 150162990252500

School ID: 610216

Oracle ID: 25731



Mission Statement

Walsh Math & Science Academy will provide a safe and challenging environment tht supports all students' individual needs. We will promote self discipline, motivation, and excellence in learning by emphasizing common academic goals/standards, including the seamless integration of math and science as well as literacy and technology across the curriculum. Walsh will provide opportunities for teachers, parents, adn students to learn and collaborate.

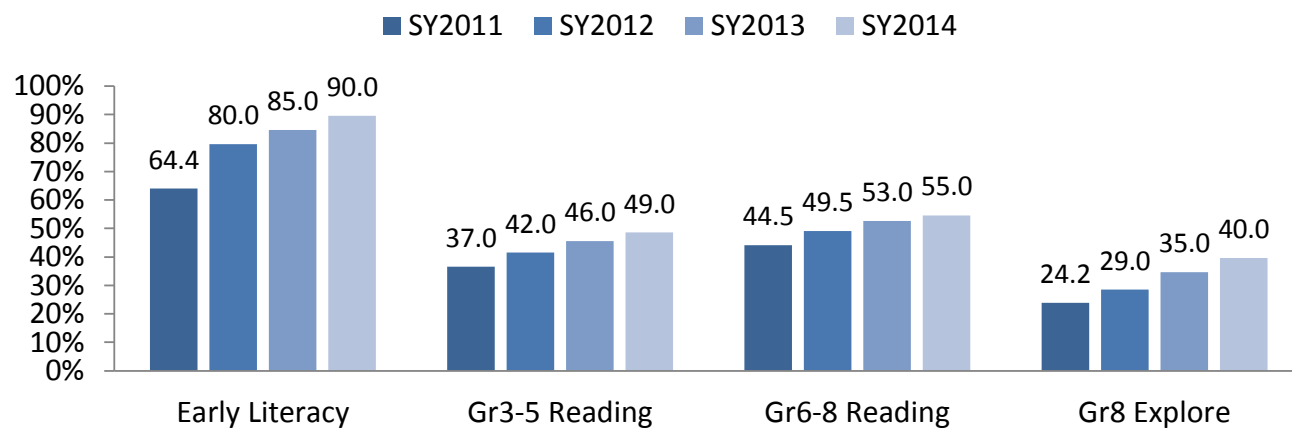
Strategic Priorities

1. Teachers will create integrated units through a backwards design model in order to create meaningful, effective, data driven lessons that are highly rigorous and support the common core standards
2. Differentiate the guided practice component of the scaffolded lesson by flexibly grouping students based on skills and reading level across all content areas.
3. Increase the integration of analytical writing grounded in evidence from text into all subjects at all grade levels.

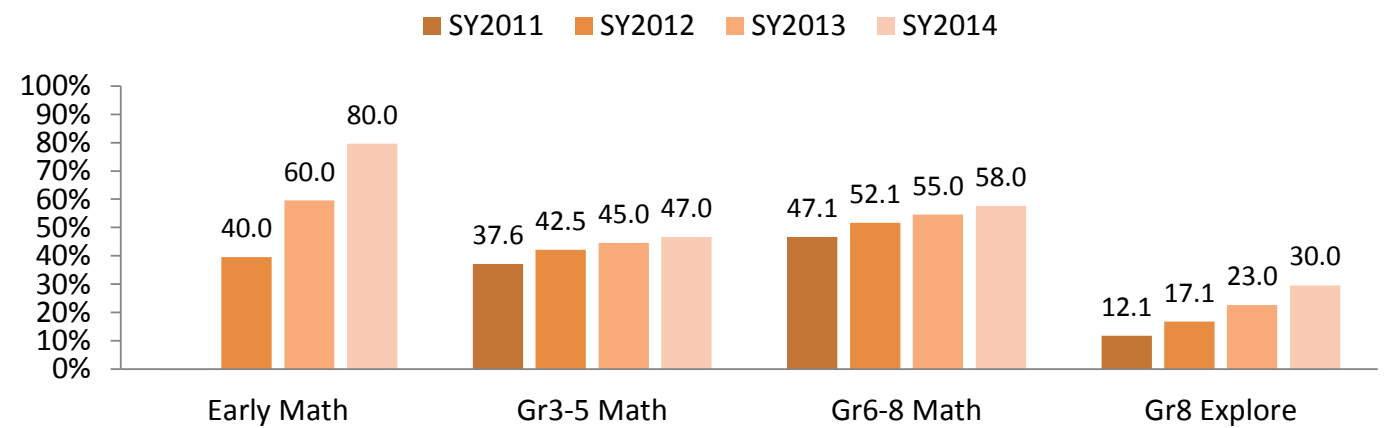
5.

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:	John A Walsh 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
Krish Mohip	Principal
Salvador Velasco	Assistant Principal
Lopa Shah	Lead/ Resource Teacher
Brenda Fonseca	Classroom Teacher
Walter Casimiro	LSC Member
Marni Kirschenbaum	Special Education Faculty
Kirsten Perry	Counselor/Case Manager
Emily Serr	Special Education Faculty
Bertha Castaneda	ELL Teacher
Haidee Gonzalez	ELL Teacher
Kiran Ionita	Classroom Teacher
Steve Stultz	Community Member



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	64.4	80.0	85.0	90.0		Early Math % of students at Benchmark on mClass	NDA	40.0	60.0	80.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	37.0	42.0	46.0	49.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	37.6	42.5	45.0	47.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.6	59.0	62.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	61.5	71.5	73.0	75.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	44.5	49.5	53.0	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	47.1	52.1	55.0	58.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.9	70.0	72.0	74.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	60.4	65.0	67.0	70.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	24.2	29.0	35.0	40.0		Explore - Math % of students at college readiness benchmark	12.1	17.1	23.0	30.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.1	95.2	95.5	96.0					
					Misconducts Rate of Misconducts (any) per 100	2.9	2.5	2.0	1.5

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	69.3	76.0	83.0	90.0		ISAT - Reading % of students exceeding state standards	12.5	12.5	15.0	25.0
ISAT - Mathematics % of students meeting or exceeding state standards	80.1	84.0	86.0	90.0		ISAT - Mathematics % of students exceeding state standards	17.4	17.4	20.0	25.0
ISAT - Science % of students meeting or exceeding state standards	54.2	70.0	75.0	80.0		ISAT - Science % of students exceeding state standards	3.1	10.0	15.0	25.0

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 school has been creating Theory of Actions for 3 years now. In that time we have learned to be more specific in our goals for growth and have used data to focus our efforts. All curriculum and budget decisions are based on the goals of the Theory of Action. The Theory of Action goals are seen throughout the school through the planning process, implementation of lessons, and review of data. The Theory of Action is referred to often in grade level meetings and ILT meetings and is part of the teacher's lesson plans each week.</p>	
	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 in the beginning of the school year to establish school vision and theory of action. Principal identifies and sets priorities/ goals for the year with the entire staff. Principal clarifies the instructional best practices that are non-negotiables for the year.</p> <p>Principal meets quarterly with every teacher one to one to provide feedback and set target goals for students in their classroom to reach and for teachers to improve with instructional practices.</p> <p>Principal meets with parents in the beginning of the year and throughout the year to establish grade level expectations for students and parents to help students improve academic skills.</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>ILT is representative of the school faculty and contains members in key leadership positions as well as classroom teachers</p> <p>ILT is chaired by a teacher-leader. Admin voices do not overshadow the conversation</p> <p>The school has many committees which include Grade Level Teams, Subject committees, RTI Team, Bilingual Lead, Literacy Lead, Climate Committee, REACH Committee, CCSS Committee, Recognition Committee, Guided Reading Committee, and the Parental Involvement Committee. Committees share learning and information to the entire staff.</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>ILT follows a agenda with norms.</p> <p>Each meeting time is allocated to review data and discuss its implications as well as actionable steps for how to improve achievement being reviewed.</p> <p>ILT is made up of a cross section of the staff. The members are highly regarded by their peers for their leadership and expertise in their content area.</p> <p>The ILT reports it activities and new understandings to the entire staff during weekly staff meetings.</p> <p>The ILT helps craft the learning cycles and monitors its implementation throughout the year.</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>When test data becomes available, the ILT and grade level teams review the data and make adjustments to the curriculum to achieve the agreed upon goals for the school, grade level, and classroom. Data reviewed includes Dibels, TRC, Mclass Math, Scantron, Access, and other curriculum based assessments. There is still a need for a progress monitoring tool to be used with 3rd-8th grade students in Reading and Math. Performance assessments also need to be developed, administered, and reviewed throughout the year.</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>Each ELA teacher creates 5-week plans that incorporate the CCSS independent of a Basal or other instructional programs.</p> <p>All ELA lessons are scaffolded daily and build towards weekly objectives and a 5 week objective.</p> <p>Teachers plan and differentiate for their SPED and ELL students. Teachers use a variety (informational and narrative) of complex text at student's instructional and independent levels throughout instruction.</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>Each grade level and classrooms have a classroom library (spanish text is available for Bilingual classrooms) and content material at their grade level that is aligned to the standards. There is book room for all teachers to access leveled text. Teachers have access to A-Z learning, which provides text for multiple contents and levels. Grade levels have \$500 to spend on instructional materials for their classroom. There is also a need to add resources to the bookroom and classroom libraries.</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>				

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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>The school has a data room which has formative results. This data is on display and helps with the planning of units and weekly lesson plans.</p> <p>Teachers have a variety of assessments but there are still gaps in assessments such as progress monitoring for Grades 3-8.</p> <p>Teachers create assessments to examine the mastery of daily and weekly objectives as well as assessments at the end of their 5 week units.</p> <p>Teachers plan explicitly and document on their lesson plans how the instruction will be differentiated for the ELL and SPED learners.</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>Teachers post student friendly daily objectives and through the use of walk-throughs we ensure that students understand what is being asked of them.</p> <p>Through the use of the scaffolded lesson delivery, teachers model expectations as well as the procedures desired to successfully complete the task. During scaffolded lessons, teachers use a variety of teaching strategies to ensure that ELLs and SPED students meet objectives (i.e. visuals, graphic organizers, manipulatives, and technology). Teachers use formative assessments (i.e. conferring, exit slips, student responses) to adjust instruction whenever necessary.</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>The school uses the prescribed assessments of the Chicago Public Schools. In addition to this, Easy CBM, AIMS Web, Kids College, and teacher created assessments are used to drive the instruction of the intervention period.</p> <p>Walsh has a schoolwide intervention program in which students are grouped by data and there is a specific and explicit teaching point that lasts for 1-2 weeks. Pre- and post tests are administered to show growth and mastery of the teaching point. Interventions and student progress is monitored daily by teachers and regularly by the RTI team. Adjustments to interventions are made as needed. During K-2 intervention time, other staff members support teachers with strategic lessons and activities by working with a small group. All teachers meet daily with a target group to provide interventions.</p>	
Professional Learning	Whole staff professional development ----->			3
	<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>The school engages in 5-6 week learning cycles that are tightly aligned to our goals of the Walsh Theory of Action.</p> <p>The ILT monitors the progress of the Learning Cycle's and helps in the creation of future cycles based on the data from the current cycles success.</p> <p>Learning Cycles include grade level teams, ILT meetings, LASW, peer observations, DOK, and professional readings. School wide PD is also included in the cycle.</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. 	<p>Teachers meet weekly for grade level meetings, ILT meetings and one to one meetings. They are given a grade level release day to work on their 5-week plans.</p> <p>Teacher clusters meet every Tuesday for an RTI meeting where they look over progress-monitoring data for students as well as adjust interventions as needed.</p> <p>Bilingual teachers, special education teachers and other specialist attend grade level meetings and collaborate on a weekly basis which is recorded in collaboration logs.</p>	
	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>Walsh has established a peer coaching schedule for teachers to receive ongoing instructional coaching based on teacher needs. Teachers receive ongoing feedback on instructional practices and meet one to one with the administration and literacy coach to develop and improve their practices. Scheduled cross classroom visitations during grade levels help teachers reflect on school-wide implementation of priorities such as guided reading, CCSS, and intervention block.</p>	

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	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>Teachers inform students of expectaions and our school counselor helps prepare students for for high school and college. Our counselor by providing students with presentations on high schools, helping them complete high school applications, and helping students identify career paths by having them take a career cluster inventory. All the CCSS units are also are designed to prepare out students for high school and college.</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>Most of the students feel they are supported by at least one staff member who helps them reach their goals and advocates for their needs.</p> <p>Walsh school has a well established discipline policy and we promote and model a respectful climate.</p> <p>The schools schedule is created to include time for students with disabilities to be integrated with grade level peers and school events.</p> <p>Walsh school participates in a International Fun Fair Day. Students celebrate and learn about many different cultures</p>	
Behavior & Safety ----->			2	
	<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>Walsh has set forth a school wide discipline plan that is clear to all teachers. Classrooms have set up supports in which build positive behaviors with reward systems and green, yellow red light system. Behavioral issues and concerns for individual students are brought to the RTI team where they are discussed and action plans are created and implemented.</p> <p>Our staff participates in weekly morning duty where teachers check the safety of the school environment and children. Teachers</p>	

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	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>Walsh sends out weekly progress reports to inform parents of student academics. Parents are also informed and trained on the parent portal so they can also check their child's grades. Staff members call, text, or email parents on a weekly basis as needed to keep parents up to date.</p> <p>Our school counselor has set up a program in which provides information on outside schools to parents. One to one meetings are also set up with parent and counselor when needed.</p>	
	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>At the beginning of the year, teachers inform parents of grade level expectations and even provide exercises and activities in which parents can do with their children. Teachers have ongoing communication with parents during the year on their students levels and how they can help move them forward.</p>	
Bonding ----->			2	
	<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>Walsh school staff is very welcoming and promotes family and community involvement. Parents and community members have participated by supporting our teachers in the classroom, volunteering for reading programs and school events. Parents are invited and welcomed to come to school during the day for performance assemblies.</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 ----->			2
	<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 provides individualized support for families in need. We have established school partnerships with local agencies (Alivo Medical Center, El Hogar del Nino, and EL Valor) which can provide the support that is needed.	
	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. 	Walsh has made a college and high school door project where they have to research and become exposed to different kinds of high schools and colleges. Our counselor provides students with career interest inventories and has students research career and related college options based on their interests throughout the year. Our	
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. 	Walsh students are taking high school algebra during the school year to help prepare for high school. Our counselor also works with 7-8 grade students to identify career paths and help select high schools that can prepare them for related careers and college.		
Enrichment & Extracurricular Engagement ----->			3	
<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. 	Walsh school had a vast array of extracurricular and enrichment programs before, during and after school. These programs allow the students to build on their talents, interests and leadership abilities.		

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>Students in 8th grades take the EXPLORE test. Our counselor has middle school students take a career cluster inventory to indentify future career pathways.</p>	
	College & Career Admissions and Affordability ----->			2
	<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>Walsh school has lead a high school fair throughout the year for 5th-8th grade students. Parents are encouraged to come in to receive further information regarding high school and college applications and admission processes. Our counselor has scheduled high school workshops in the beginning and middle of the year to help parents understand the high school admissions process.</p>	
Transitions ----->			3	
	<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>Walsh informs the parents on the requirments for benchmark grades at the beginning and end of the year. We ensure that transition from grade to grade are done in an organized fashion. Our school held a transtional matriculation cermonies for students in benchmark grades to establish parent and students teacher contracts regarding gradel level academic and social expectations.</p> <p>High school student volunteers have come to our school to inform our students about high school programs and expectations.</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. 	<p>We have provided funds and resources for teachers to use for interventions, guided reading, and CCSS planning and implementation.</p> <p>Our school has worked hard to establish partnerships in order to provided students with additional tutoring and academic support. Some of these programs include WITS amd intrstct.</p> <p>Students are provided with rigorous texts to help them prepare for future academics and higher education.</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>Walsh has a staffing and hiring committee to identify and recruit future staff members. Through our partnerships with universities we have established a pool of potential future teacher canidates. The school promotes preparing our student teachers and teacher assistants within our school to potentially have a future postion at Walsh by teaching them high quality instruction.</p> <p>Our staffing and hiring committee has established a process and protocal to determine future employees.</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>Our school wide schedule supports all studentd and their growth goals. This is evident through our school wide intervention block and ELD time.</p> <p>In the schedule there is time for teachers to meet and collaborate on a weekly basis.</p> <p>Our school wide intervention block is data driven and meets the needs of our struggling learners.</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

Walsh Math & Science Academy will provide a safe and challenging environment tht supports all students' individual needs. We will promote self discipline, motivation, and excellence in learning by emphasizing common academic goals/standards, including the seamless integration of math and science as well as literacy and technology across the curriculum. Walsh will provide opportunities for teachers, parents, adn students to learn and collaborate.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will create integrated units through a backwards design model in order to create meaningful, effective, data driven lessons that are highly rigorous and support the common core standards	<p>Currently teachers are not thinking strategically about the scope and sequence for their year long curriculum. We have moved away from following a basal, and teachers need to learn how to prioritize the learning outcomes for their students. In the past year and a half, we have begun aligning our intrsuction in Language Arts to the CCSS and the data has shown significant increases in student achievement over prior years performance.</p> <p>Using this powerful practice of planning integrated units through a backwards design model, students will be the beneficiaries of higher quality intruction that is meaningful, targeted, and rigorous.</p> <p>Through the focus and implementation of this priority, we are confident that this will be one of the levers that will help us raise achievement levels. This will occur because lessons will all be aligned to the CCSS which are more rigorous. Through the integration of disciplines, the lessons will be more engaging. Also, because teachers are building their curriculum based on current student data, the lessons will be tailored to the needs of their specific class.</p>

2	Differentiate the guided practice component of the scaffolded lesson by flexibly grouping students based on skills and reading level across all content areas.	<p>We analyzed data from Scantron, DIBELS, TRC, ACCESS, school-wide walk-throughs, and observations. Through this analysis, it has become evident that teachers are not differentiating their lessons and activities during instruction. We have seen limited growth in students who are not being targeted during intervention time and current data demonstrates a wide range of abilities.</p> <p>This priority will impact instruction by having the teachers explicitly teach and design lessons based on the individual child's needs. Teachers will provide differentiated complex text and activities that meet the learner(s) at their level.</p> <p>This priority will help achieve our goal by having teachers focus their practice, instruction and activities by targeting individual student needs. By having students work in small groups, teachers will be able to provide effective high quality personalized instruction based on data.</p>
3	Increase the integration of analytical writing grounded in evidence from text into all subjects at all grade levels.	<p>Based on school wide writing assessment data, ISAT Extended Response, school-wide walk throughs, observations, student work, and lesson plans it is evident that the school need to focus on improving writing in all the subjects areas.</p> <p>This priority will impact instruction in all subject areas. Writing will be integrated with daily lessons and activities. Writing will give the students the opportunity to reflect on their comprehension, understanding and their opinions of the lesson's objective. Teachers will provide students with exemplar writing pieces, model good writing, and provide opportunities for students to create extended writing pieces with in performance assessments.</p> <p>Integrating writing into all subject will engage students in higher order thinking which will increase their comprehension of what they are learning. Comprehension will increase student understanding of the daily objective which will allow our students to become better learners in all content areas.</p>
4	Optional	
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
Teachers will create integrated units through a backwards design model in order to create meaningful, effective, data driven lessons that are highly rigorous and support the common core standards	Currently teachers are not thinking strategically about the scope and sequence for their year long curriculum. We have moved away from following a basal, and teachers need to learn how to prioritize the learning outcomes for their students. In the past year and a half, we have begun aligning our instruction in Language Arts to the CCSS and the data has shown significant increases in student achievement over prior years

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Unpack the Math Standards of the CCSS	Professional Development	All	Lopa Shah	Quarter 1	Quarter 1		
Professional development on Understanding by Design - Essential Questions	Professional Development	All	ILT	Summer 2012	Quarter 1		
Professional development on Understanding by Design - Essential Questions and Crafting Understanding.	Professional Development	All	ILT	Summer 2012	Quarter 2		
Professional development on Understanding by Design - Assessment Development	Professional Development	All	ILT	Summer 2012	Quarter 3		
Professional development on Understanding by Design - The Design Process	Professional Development	All	ILT	Summer 2012	Quarter 4		
Purchase the ASCD Exchange License for staff use to plan and review	Equipment/Technology	All	Krish Mohip	Quarter 1	Quarter 1		
Create a schedule for planning time each week	Other	All	Krish Mohip	Summer 2012	Quarter 1		
Plan with teacher teams on a weekly basis on the design on integrated units and weekly lesson plans during the 75-minute time allotted each week through time-banking.	Professional Development	All	Administration Team	On-going	On-going		
Review student work on a weekly basis during grade level meetings to ensure adherence to standards and quality, rigorous work is being completed	Professional Development	All	Administration Team	On-going	On-going		
Create a scope and sequence for the school year for each grade level	Professional Development	All	Grade Level Teachers	Summer 2012	Quarter 1		
Create a school wide rubric for the evaluation and feedback on the integrated unit plan	Professional Development	All	ILT	Quarter 1	Quarter 1		
Create a schoolwide rubric for the evaluation and feedback on weekly lesson plans	Professional Development	All	ILT	Quarter 1	Quarter 1		



Strategic Priority 1

Send teachers to trainings off-site in regards to integrated unit planning on as as needed basis for individual teachers	Professional Development	All	Krish Mohip	Quarter 1	On-going		
Audit classrooms libraries in order to compile a list of resources available for teacher to use In their lessons.	Instructional Materials	All	Homeroom Teachers	Summer 2012	Quarter 1		
Purchases needed supplies needed for the succesful implementation of the integrated units.	Instructional Materials	All	Homeroom Teachers and Krish Mohip	Quarter 1	On-going		
Provide time for teachers to present their units to their peers for feedback	ILT/ Teacher Teams	All	Krish Mohip	On-going	On-going		
Provide time for teacehrs to observe other teachers implementing integrated units at Walsh School	Instruction	All	Salvador Velasco	On-going	On-going		
Provide oportubnities for teachers to visit teachers in other schools who are champions of careting and implementing integrated units	Instruction	All	Salvador Velasco	On-going	On-going		
Build an online warehouse for teachers to keep their unit plans, lesson plans, and student data.	Equipment/ Technology	All	Walter Casimiro	Summer 2012	Quarter 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
Differentiate the guided practice component of the scaffolded lesson by flexibly grouping students based on skills and reading level across all content areas.	We analyzed data from Scantron, DIBELS, TRC, ACCESS, school-wide walk-throughs, and observations. Through this analysis, it has become evident that teachers are not differentiating their lessons and activities during instruction. We have seen limited growth in students who are not being targeted during intervention time and current data demonstrates a wide range of abilities.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Fully implement guided reading in all classrooms	Instruction	All	Admin Team	Quarter 1	Quarter 1		
Guided Reading occurring daily in Grades K-5 and atleast 3 times per week in Grades 6-8	Instruction	All	Reading Teachers	Quarter 1	On-going		
School wide leveling of books to coincide with Fountas and Pinnell	Instructional Materials	All	Lopa Shah	Summer 2012	Quarter 4		
Implement the teacher created Guided Reading Rubric	Instruction	All	ILT	Summer 2012	Summer 2012		
Provide needed leveled leveled readers to each reading teacher	Instructional Materials	All	Krish Mohip	Quarter 1	Quarter 4		
Provide professional development on mini-lessons	Professional Development	All	ILT	Quarter 1	Quarter 1		
Provide professional defelopment on conferencing	Professional Development	All	ILT	Quarter 2	Quarter 2		
Provide professional development on record keeping/progress monitoring	Professional Development	All	ILT	Quarter 3	Quarter 3		
Professional development on balanced literacy	Professional Development	All	ILT	Quarter 4	Quarter 4		
Professional development of assessments used during guided reading	Professional Development	All	ILT	Quarter 3	Quarter 3		
Provide kidney shaped or u-shaped tables for classroom teachers	Instructional Materials	All	Krish Mohip	Summer 2012	Summer 2012		
Provide time for teachers to observe other teachers at Walsh implementing guided reading	Professional Development	All	Salvador Velasco	Quarter 1	Quarter 4		
Provide time for teachers to observe other teachers at other school implementing guided reading	Professional Development	All	Salvador Velasco	Quarter 1	Quarter 4		
Level all students reading levels to F & P	Instruction	All	Lopa Shah	Quarter 1	On-going		
Professional Development on the use of complex text to a group of students at varying abilities	Professional Development	All	ILT	Quarter 2	Quarter 2		



Strategic Priority 2

Create a text complexity committee that works with teachers to help find and implement complex text in their daily lessons. This committee will also review classroom materials on a regular basis and provide feedback to teachers.	Other	All	Kiran Ionita and Madonna Bodmer	Quarter 1	On-going		
Professional Development on using small groups in Science, Math, and Social Studies	Professional Development	All	Blake Fronzcak, Brenda Fonseca, Walter Casimiro	Year 2	Year 2		
Create a rubric for expectations of small group instruction in Science, Math, and Social Studies	Instructional Materials	All	Blake Fronzcak, Brenda Fonseca, Walter Casimiro	Year 2	Year 2		
Review Science and Math Curriculum and determine if new instructional materials/curriculums are needed	Instructional Materials	All	Blake Fronzcak, Brenda Fonseca, Walter Casimiro	Year 2	Year 2		
Purchase additional leveled readers for use in Science and Social studeies	Instructional Materials	All	Blake Fronzcak, Brenda Fonseca, Walter Casimiro	Year 2	Year 2		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Increase the integration of analytical writing grounded in evidence from text into all subjects at all grade levels.	Based on school wide writing assessment data, ISAT Extended Response, school-wide walk throughs, observations, student work, and lesson plans it is evident that the school need to focus on improving writing in all the subjects areas.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development on integration of writing across content areas using the common core writing standards	Professional Development	All	ILT	Quarter 1	Quarter 1		
Teachers will integrate writing across content areas in their unit plans and their performance assessments	ILT/ Teacher Teams	All	Teacher Teams	Quarter 1	Quarter 1		
All content areas will integrate atleast two writing activities a week. All students must have a writing folder or composition book (response book/folder) for each content area within the classroom.	Instruction	All	Teacher Teams	Quarter 1	Quarter 1		
Teachers will create rubrics for each content or to specific writing pieces using the common core writing standards	ILT/ Teacher Teams	All	Krish Mohip/Teacher Teams	Quarter 2	Quarter 2		
Teachers will analyze student writing to develop further understanding of writing integration and to reteach standrds that need to be addressed	ILT/ Teacher Teams	All	Lopa Shah/Teacher Teams	Quarter 2	Quarter 2		
Identify strengths and weakness of the writing integration process using student samples from grade levels, and walk through data	ILT/ Teacher Teams	All	ILT	On-going	On-going		
Walk through and observations of evidence of writing integration	Instruction	All	ILT	On-going	On-going		
Create a schedule for walk through observations	ILT/ Teacher Teams	All	Krish Mohip/Teacher Teams	Quarter 1	Quarter 1		
Professional Development on Writing Workshop	ILT/ Teacher Teams	All	Lopa Shah/Walter Casimiro	Quarter 1	Quarter 1		
Professional Development on Mini-Lessons in the Writer's Workshop	ILT/ Teacher Teams	All	Lopa Shah/Walter Casimiro	Quarter 2	Quarter 2		



Strategic Priority 3

Professional Development on Conferencing in the Writer's Workshop	ILT/ Teacher Teams	All	Lopa Shah/Walter Casimiro	Quarter 3	Quarter 3		
Professional Development on Assessments used in the Writer's Workshop	ILT/ Teacher Teams	All	Lopa Shah/Walter Casimiro	Quarter 4	Quarter 4		
Create a common understanding of the stages of writing at each grade level	ILT/ Teacher Teams	All	Salvador Velasco	Year 2	Year 2		
Review the components of the Writing Workshop	ILT/ Teacher Teams	All	ILT	Year 2	Year 2		



Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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