



Mission Statement

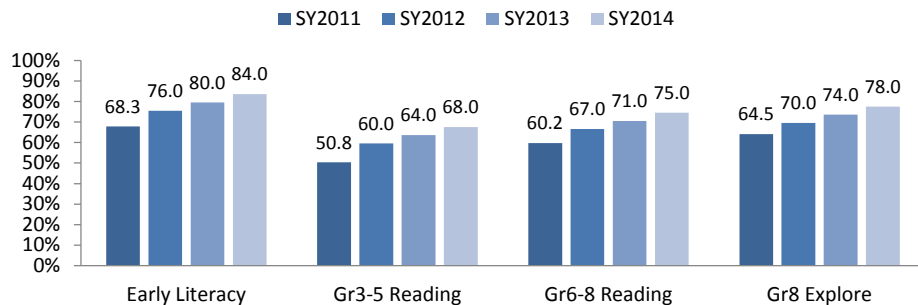
Ruben Salazar will create a nurturing learning environment which meets all students' needs through active engagement with culture, language, and diversity. Ruben Salazar will provide a rigorous program that develops students' academic language skills in English across content areas while contributing to their Spanish language skills by involving all school personnel, parents, and members of the wider community as partners .

Strategic Priorities

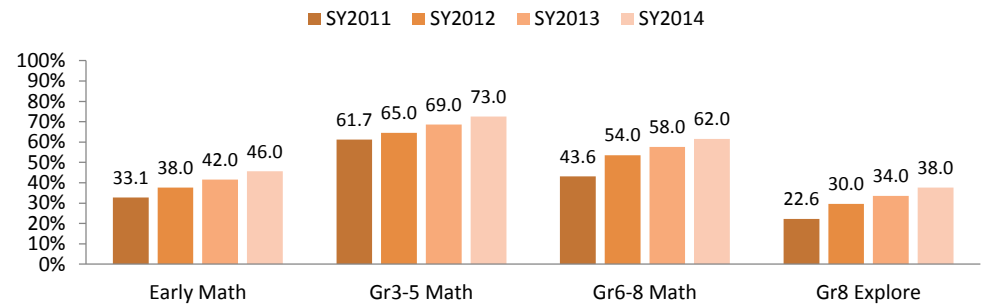
1. Create a balanced literacy curriculum by applying Common Core Language Arts Standards and differentiate instruction based on formative assessments and detailed analysis of NWEA data.
2. Continue strategic school-wide writing plan based on Common Core Standards to ensure student growth and continue to move students toward the Expert level in all genres.
3. Analyze student work and current instructional materials in relation to Common Core Math Standards to align curriculum to standards, make instructional adjustments, and increase NWEA Math scores.
4. Clearly define a bilingual program to support Salazar's mission of supporting world language and heritage learners.

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:	Rueben Salazar Elementary Bilingual Center

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
Lourdes Jimenez	Principal
Lynn Daguerre	Counselor/Case Manager
Rocio Negrete	Lead/ Resource Teacher
Debra Griffith	Lead/ Resource Teacher
Jamie Olcese	Classroom Teacher
Raul Torres	Classroom Teacher
Harold Ramirez	Lead/ Resource Teacher
Alisson Parla	Special Education Faculty
Nancy Pena	Classroom Teacher
Ana Rodriguez	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	68.3	76.0	80.0	84.0		Early Math % of students at Benchmark on mClass	33.1	38.0	42.0	46.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	50.8	60.0	64.0	68.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	61.7	65.0	69.0	73.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	53.3	65.0	69.0	73.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	75.7	76.0	80.0	84.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	60.2	67.0	71.0	75.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	43.6	54.0	58.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	65.6	67.0	71.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	54.3	60.0	64.0	68.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	64.5	70.0	74.0	78.0		Explore - Math % of students at college readiness benchmark	22.6	30.0	34.0	38.0

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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	97.0	97.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	44.6	35.0	25.0	15.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	76.7	79.0	82.0	85.0		ISAT - Reading % of students exceeding state standards	15.5	20.0	24.0	24.0
ISAT - Mathematics % of students meeting or exceeding state standards	82.5	85.0	87.0	89.0		ISAT - Mathematics % of students exceeding state standards	20.5	28.0	32.0	36.0
ISAT - Science % of students meeting or exceeding state standards	53.0	57.0	61.0	65.0		ISAT - Science % of students exceeding state standards	6.1	15.0	19.0	23.0

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 ----->			2
	<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. 	<ul style="list-style-type: none"> School has clear data driven targets for ISAT, NWEA, DIBELS, IDEL, MCLASS need to focus on the targets for Science and Social Studies. 55% of 3-8 students performing at or above grade level on NWEA reading; need to move to 72% 53% of students performing at or above on NWEA math ;need to move students 68%. All teachers participated in implementation of school-wide writing plan in preparation of CCSS and performance tasks. Teachers implemented Words Their Way/Vocabulary Their Way to increase the NWEA word analysis and vocabulary subtests. 	
	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. 	<ul style="list-style-type: none"> Principal currently designs structured PD to support the implementation of the schoolwide writing plan and the Words their Way/Vocabulary to improve reading and writing performance. Principal alligns evaluation to professional development topics Principal promotes an environment that provides the opportunity for personal growth Principal is working collaboratively with all stakeholders to clearly define the mission and vision. Weekly parent workshops to empower families in a variety of topics ranging from Nutrition, Emotional and academic growth to understanding school performance. Encouraged family participation in our Family Reading Night, Writing Night, and Math/Science Family Night events. Encouraged families to attend the Saturday ScienceFist fieldtrips as well as volunteering to support the school gardening project to further understand the sciences. 	

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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 	<ul style="list-style-type: none"> •Most teachers are invested in the success of students through leadership in more than one areas,including (but not limited to) <ul style="list-style-type: none"> _study groups _6 National Board Teachers _3 National Board Candidates _active participants in PD _ILT meetings _committees •Teachers facilitating and/or volunteering for <ul style="list-style-type: none"> _morning tutoring _after-school _enrichment clubs _Saturday academic tutoring _BLT lead _CIWP _Union representative _Grant writer •Each teacher is encouraged to contribute in grade, ILT and staff meetings •Teachers pursuing <ul style="list-style-type: none"> _Bilingual/ESL endorsements _Reading/Math endorsements _Masters programs •School based PD lead by teachers 	

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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 	<ul style="list-style-type: none"> ILT meets bi-weekly to monitor progress towards school wide academic goals, as well the overall climate, and to plan professional development. ILT analyzes NWEA, IDEL, DIBELS, IDEL data and plans PD appropriately. The ILT invites all teachers to engage and participate in decision-making. ILT facilitated teacher collaboration to form intervention/acceleration groups based on NWEA data. ILT is represented by Bilingual, Sped, primary, intermediate, and upper grades 	
Monitoring and adjusting ----->			2
<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. 	<ul style="list-style-type: none"> Weekly Tuesday meetings and grade level meetings scheduled to analyze student data. Implementation of RTI plan; 1st semester targets students in Tier 3 and Second semester targets students in Quartile 3. RTI implemented every day for 1/2 hour for 1st - 8th, need to monitor/asses the effectiveness of intervention. 	

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	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. 	<ul style="list-style-type: none"> Staff implementing School-wide Writing Plan aligned with Common Core. There is evidence of exposure to reading and writing informational in all grades though we need to evaluate appropriate level of complexity as our understanding of CCSS develops. Lead teachers is working on staff development plans so that grade level teams are supported in developing year long scope and sequence There is a need to strengthen coordination of curriculum and instruction between general ed and Sped teachers. 	
	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). 	<ul style="list-style-type: none"> Most material is available in Spanish and English. Special Education students have access to grade level material. Current instructional materials aligned to Illinois State Standards and need to be evaluated as our understanding of CCSS develops. School has utilized opportunities to acquire free instructional materials. 	
<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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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> • Each grade level use a comprehensive set of assessments: screening, diagnostic, benchmark, formative and summative assessments to monitor learning progress and guide instruction. Results of this data are reviewed at grade level meetings/PD. • Assessments accommodations and modifications are in place for students with disabilities and ELLs. • RTI is implemented in the third week of school after examining data and forming appropriate instructional groups, and there is weekly progress monitoring. • Staff meets quarterly to analyze and revisit action plans based on student data. 	

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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. 	<ul style="list-style-type: none"> •Some teachers meet with SPED team to modify assessments and meet all accommodations . •Some teachers communicate objectives, directions and procedures to all students. • Appropriate questioning and critical thinking is stressed in some classrooms to promote student learning. •All teachers use benchmark assessments; DIBELS, IDEL, ISEL NWEA, fluency snapshots, MCLASS to monitor student progress 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	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. 	<ul style="list-style-type: none"> School has identified a 30 min RTI block daily for students in need of interventions. School has identified baseline/benchmark assessments (DIBELS/IDELS/Mclass/Fluency snapshots/ Reading Benchark, EDM Beginning of the year test/ Spelling inventory for WTW/VTW) that help identify students with needs for interventions. Primary and Upper grade Intervention teachers/Resource teachers provide targeted instruction (RTI). Teachers are responsible for completing a quarterly action plan for interventions, but will establish a team to monitor that the implemented intervention are being adjusted at least every four weeks. Volunteer tutors provide additional support outside of the classroom alligned to intervention needs. School is in need of a diagnostic assessment that meets the needs of gifted curriculum. Interventions within the school consist of: <ul style="list-style-type: none"> _in-class _pull-out _push-in _small group We have established an afterschool and Saturday reading and math tutoring program to provide extra instructional minutes. 	
	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. 	<ul style="list-style-type: none"> We currently have a school wide writing plan which is alligned with common core standards. We have a quartly writing showcase and professional development to analyze student work across grade level to set clear expectations for instruction. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Staff meets monthly to analyze student data and progress monitoring. Currently we have many informal meetings to collaborate amongst grade level teachers and special education teachers. General education, special education, bilingual teachers and other specialists are all included in team meetings and professional development. Teachers have protocols and process in place for team collaboration through team level meetings, professional development and numerous data conversations for reading and are working to include math. Lead teachers are planning time for grade levels and course teams to unpack CCSS and plan instruction. 	<ul style="list-style-type: none"> There is some evidence that teacher teams share ownership for results of student learning.
	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. 	<ul style="list-style-type: none"> Although their was no formal coaching or mentoring for new teachers, there is evidence of informal support amongst staff. School needs to develop induction program for new for teaches to helpthem become acquainted with the school expectations/non-negotiables and become accustomed to school culture. Post observation conferences provide individual support and suggestions for growth. Teachers informally peer coach and mentor teachers. 	

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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 	<ul style="list-style-type: none"> School holds a career day to inspire student college and career aspirations. A fifth grade shadow day is programed to ease the transition to middle school. Teachers use the Student of the Month program and the end of the year award ceremony to encourage student ambitions and goal setting. Students are given classroom jobs and leadership opportunities to help promote responsibility and accountability. Teachers and counselor collaborate to present students with options for high school during a parent-family high school fair held in the evening so that parents can attend. Counselor guides students and families to make informed decisions regarding high school application and selection during the high school fair. UIC tutors serve as mentors and roll models to promote college and career readiness. 80% of 8th graders qualifying for selective enrollment. Students complete the interest inventory for middle grade students (What's Next Illinois?) to promote goal setting and focus. Next year the entire school will be part of the "University on My Mind" initiative to raise student 	
	Relationships ----->			4
	<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. 	<ul style="list-style-type: none"> School counselor meets with middle grade students for emotional support in achieving their goals. Classroom teachers, resource teachers and special education teachers collaborate to ensure all students achieve goals. Classroom teachers need to receive advance notification of student disciplinary consequences to make effective use of disciplinary time. Students with disabilities and ELLs are included in all academic, fieldtrips, and extracurricular activities with general education students. Small school and teachers know students needs and families. Academic and social support available for all students in need. Counselor assembled a 2 & 3 grade males to participate in the conflict resolution strategies. Social Worker meets weekly with 7th and 8th grade students for positive conflict resolution strategies. Some classroom teachers implement aspects of Responsive Classroom to build a 	
	Behavior & Safety ----->			2

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Typical School	Effective School	Evidence	Evaluation
<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. 	<ul style="list-style-type: none"> •Recognizing a school wide approach to student discipline based on appropriate age level. •Staff members are welcoming and establish positive interactions with all students. •School maintains a climate and culture that promotes a safe and secure environment. • The majority of discipline issues are taken care of in the classroom by the teacher. •All teachers present their classroom management plan as well as clearly stated consequences to parents during Open House/Orientation. 	

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
NSION 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. 	<ul style="list-style-type: none"> Ongoing information about the expectations and school performance is provided in the Open house, monthly parent meetings, LSC, and through classroom newsletters. Evening parent nights for Science, Math, Reading and Writing nights are organized to inform parents of expectations and to build stronger home school connection. Counselor works closely with parents and students to inform them about high school process and choices. Home visits have been scheduled to better communicate policy for absenteeism and tardiness. Every teacher provide families and students with clear expectations for their individual classrooms. School holds high expectations in regards to student achievement and behavior. During Open House and on-going parent meetings the teachers communicate what students are expected to achieve in a given grade and provide examples of what meeting the standards looks like. 	
	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. 	<ul style="list-style-type: none"> On-going communication to parents via monthly newsletters, calendars, high participation during report card distribution, phone calls, and informal meetings before and during dismissal. Communication to parents maintained through evening activities such as Literacy, Writing, High School parent night, Science and Math parent nights. On-going communication to parents regarding upcoming events 	
	Bonding ----->			3

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
DIMEI	<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. 	<ul style="list-style-type: none"> Continue to have a small environment setting to welcome all guests and encourage parents to be equal partners. School schedules frequent opportunities to be engaged in school events such as: fundraising events, literacy, writing, open house, and science and math parents nights, Ice Cream Social, Book Fairs, End of the year assemblies and Drum Corps performance. Principal addresses the parents at Open House, report Card Pick up and family reading night , Writn night to empower and motivate famililes and community to become engaged. Fundraising events are held in student community. Parents have initiated the start of "Friends of Salazar/ Amigos de Salazar" committee. High parent participation in the parent committees such as NCLB and BAC. 	

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
N 6: College and Career Readiness Supports	Specialized support ----->			4
	<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. 	<ul style="list-style-type: none"> Counselor is available support and share outside resources to families in need. School provides before and after care services Transportation to those who qualify and Social Emotional Enrichment opportunities through community organizations and counseling programs. 	
	College & Career Exploration and election ----->			4
	<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. 	<ul style="list-style-type: none"> The school provides on-going exposure to experiences and information to make informed decisions about college and career choices by offering: <ul style="list-style-type: none"> Sciencefist (After school program with Museum of Science & Industry) 	
Academic Planning ----->			3	
<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. 	<ul style="list-style-type: none"> We prepare students for high school experience by departmentalizing in the 6th - 8th grades. Students participate in more researched base projects proving student the opportunity to research, collaborate, and practice public speaking by sharing their findings with the community. 		
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. 	<ul style="list-style-type: none"> Students are provided with a wide range of extra-curricular programs such as: <ul style="list-style-type: none"> Yoga Math/Reading Tutoring 		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	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. 	<ul style="list-style-type: none"> Students were offered morning and afternoon tutoring. To help improve their NWEA scores in preparation for the PARCC assessment Students had the opportunity to participate in a Saturday test prep class. UIC students served as mentors for 8th graders to encourage college 	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			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. 	<ul style="list-style-type: none"> Schedule a Transitions Day for Pre-Schoolers going to Kindergarten. Fifth grade Shadow Day to ease the transition from elementary self-contained schedule to middle school departmentalized schedule Second grade Bilingual teacher offers Language Arts in English in the fourth quarter to the Bilingual students to ease transitions to English immersion in third grade PD time at the end of the year to share student data vertically between grades so teachers are fully prepared for incoming students School connects 8th grade students and families to CPS and community resources to help them successfully transition from Salazar to high school <ul style="list-style-type: none"> Daniel Murphey Scholarship Information about selective enrollment process High school mentoring programs Matching students with appropriate high schools (math & science academy, school for the arts) 	

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 ----->			4
	<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. 	<ul style="list-style-type: none"> •School allocates 90% of the discretionary monies to staffing to ensure that we are able to have 2 Intervention Lead Teachers. •Staff diligently seeks community resources to enhance students' learning in science/math, literacy and the arts _ MSI _Financial Literacy _Suzuki _Dance and Drama classes -Open Books Literacy Program -ST Math •Administration and staff maintain a focus and transparency when deciding how to spend funds for present and future use •Friends of Salazar (parent group) actively seeks funding opportunities with the help of local organizations and buisnesses to help meet student and staff needs 	
	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. 	<ul style="list-style-type: none"> •Staff is involved in hiring new staff members through an intentionally designed interview committee that follows a multistep process to ensure that the candidate who is hired meets school-wide needs and expectations . •School establishes connetions with university students and student teachers with the desire to continue growth of the school-wide team. •Student teachers who demonstrate instructional expertise and a commitmenet to Salazar's mission are regularly hired. •Schedules include common prep periods and students are provided with block scheduling in the 6th-8th grades. •Weekly PD is strategically scheduled to ensure continued commitment to the school's mission. Grade/course teams collaborate during all-day PD to share knowledge and promote a shared vision and common language of instruction. 	
	Use of Time ----->			3

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
<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. 	<ul style="list-style-type: none"> •Schedules reflect common prep periods for grade level meetings to ensure regular meaningful collaboration in teacher teams •30 minutes of daily intervention or acceleration is provided for targeted groups of students in grades 1st - 8th. •Many enrichment activities support core classroom curriculum. -Chess, financial literacy, Sciencefist, ST Math, Argon support math and science -Battle of the Books, Open Books, Chicago Temple tutoring, Suzuki support literacy •Principal, teachers and support personal collaboratively design a "right fit" schedule based on student needs and school-wide growth goals. 	

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

Ruben Salazar will create a nurturing learning environment which meets all students' needs through active engagement with culture, language, and diversity. Ruben Salazar will provide a rigorous program that develops students' academic language skills in English across content areas while contributing to their Spanish language skills by involving all school personnel, parents, and members of the wider community as partners .

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Create a balanced literacy curriculum by applying Common Core Language Arts Standards and differentiate instruction based on formative assessments and detailed analysis of NWEA data.	Based on the analysis of NWEA/Selective enrollment Reading data, we need to balance word analysis and vocabulary instruction with the teaching of comprehension strategies.
2	Continue strategic school-wide writing plan based on Common Core Standards to ensure student growth and continue to move students toward the Expert level in all genres.	We need to build a strong foundation in writing starting in kindergarten to ensure that all students are prepared for the writing demands across all content areas in middle school and high school.
3	Analyze student work and current instructional materials in relation to Common Core Math Standards to align curriculum to standards, make instructional adjustments, and increase NWEA Math scores.	Based on an analysis of NWEA and Explore math data, we need to focus on instructional alignment and continuity across grade levels.
4	Clearly define a bilingual program to support Salazar's mission of supporting world language and heritage learners.	Restructuring the Spanish program will allow us to fulfill the school's language mission while also allowing us to meet the need for extra math instruction as determined by analysis of current NWEA math scores .
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Create a balanced literacy curriculum by applying Common Core Language Arts Standards and differentiate instruction based on formative assessments and detailed analysis of NWEA data.	Based on the analysis of NWEA/Selective enrollment Reading data, we need to balance word analysis and vocabulary instruction with the teaching of comprehension strategies.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Examine Common Core Standards to establish school-wide non-negotiables for reading and create vertical and horizontal cohesion.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		Plan PD to analyze student work based on standards and non-negotiables to drive instruction.
Monitoring implementation of Non-negotiables to that they are being adhered.	Other	All	Principal	Summer 2012	On-going		
Implement year-long professional development plan	Instruction	All	ILT	Summer 2012	On-going		Inform teachers of plan in June 2012. Foramlly begin in August 2012. Adapt PD for CCSS as protocol develops district wide.
Revisit lesson planning to ensure that all teachers are appropriately scaffolding and differentiating lessons	Instruction	All	All	Quarter 1	Quarter 4		ILT will review lesson plan templates.
Continue School-wide implementation of Words Their Way and Vocabulary Their Way.	Instructional Materials	All	Principal allotting time for analysis of initial data and organization of materials. Teachers responsible for analyzing data and organizing and individualizing material.	Summer 2012	On-going		Continue principal observation of WTW/VTW as part of Teacher eval and support. Complete 2011-2012 EOY data analysis and share with next grade.
PD Plan Implementation							
Revisit RTI flow chart monthly to discuss target groups and progress monitoring.	Instruction	All	ILT	Quarter 1	On-going		Share with teachers Summer 2012
Primary and upper grade literacy specialists will continue to provide daily interventions, acceleration and progress monitoring every five weeks based on NWEA data and individual student needs.	Instruction	Other student group	Primary/Upper grade literacy specialist	On-going	On-going	On-Track	Begin discussion of target student groups and intervnetion/acceleration frequency on June 13

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Continue strategic school-wide writing plan based on Common Core Standards to ensure student growth and continue to move students toward the Expert level in all genres.	We need to build a strong foundation in writing starting in kindergarten to ensure that all students are prepared for the writing demands across all content areas in middle school and high school.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Daily writing instruction aligned to CCSS takes place in every classroom across content areas.	Instruction	All	LIT create schedule and organizes student work for writing showcase. All teachers carry out plan.	On-going	On-going	On-Track	Build on experiences from 2011-2012 instruction and PD. Move to analyzing low to medium student writing work and creating action plans.
Continue writing as a content class in middle grades.	Instruction	All	Middle school writing teachers	On-going	On-going	On-Track	Continue collaboration with other content areas
Analyze low to medium student writing work and create action plans every 6-7 week to develop next instructional steps and monitor student progress.	Instruction	All	All teachers create and carry out action plan.	Quarter 1	On-going		Build on experiences from 2011-2012 instruction and PD to ensure growth in all students.



Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Analyze student work and current instructional materials in relation to Common Core Math Standards to align curriculum to standards, make instructional adjustments, and increase NWEA Math scores.	Based on an analysis of NWEA and Explore math data, we need to focus on instructional alignment and continuity across grade levels.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze the development of Common Core Mathematical Practices and content standards by domain.	ILT/ Teacher Teams	All	Principal allotting time for initial analysis of standards and ongoing ASW. LIT organizes PD session. Teachers bring student samples.	Summer 2012	On-going		Purpose is to understand CCS, evaluate current instructional materials, and adjust instruction as necessary
Examine current materials to make shifts in planning that will transfer to instructional shifts based on CCSS.	Instruction	All	All	Summer 2012	On-going		
Use math specialist to increase math instruction time by 30 minutes daily.	Instruction	All	Ms. Contreras	Quarter 1	Quarter 4		Teachers need to collaborate with math specialist to determine acceleration/intervention groups during additional math instruction based on NWEA data.
Strengthen RTI flowchart to discuss target groups and progress monitoring.	ILT/ Teacher Teams	All	ILT	Quarter 4	Quarter 4		RTI team will revisit and make adjustments to flow chart. Share with staff during 2012 summer.
Examine Common Core Standards to establish school-wide non-negotiables for Math Practices and create vertical and horizontal cohesion.	ILT/ Teacher Teams	All	Ms. Contreras	Quarter 1	Quarter 4		
Create interdisciplinary opportunities to intergrate Math into content areas and resource classes.	Instruction	All	Structured time for classroom and resource teachers to collaborate and create integrated activities.	Summer 2012	On-going		Ensure that resource teachers participate in all PD.

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale
Clearly define a bilingual program to support Salazar's mission of supporting world language and heritage learners.	Restructuring the Spanish program will allow us to fulfill the school's language mission while also allowing us to meet the need for extra math instruction as determined by analysis of current NWEA math scores .

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create external partnership with Insituto Cervantes to support world language and heritage program.	Instruction	All	Insituto Cervantes	Quarter 1	Quarter 4		ILT works with Insituto Cervantes to determine how to meet the needs of heritage and world language learners.
Provide(2) 45 minute Spanish classes a week for students K-8 to support world language and culture/	Instruction	All	Principal, Primary Insituto Cervantes	Quarter 1	Quarter 4		Continue planning with Insituto Cervantes to create schedules and review scope and sequence.
Offer an after-school Spanish class 2 times a week for students in Prek-8th grade students and an extension to the exposure of world language.	After School/ Extended Day	All	Principal and Insituto Cervantes	Quarter 1	Quarter 4		Create flyer to promote the program and provide the cost.
Share our innovations in world and heritage language with parents.							Create letter that includes research based foundation of program and include information in parent meetings.



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