John T McCutcheon Elementary School

Ravenswood-Ridge Elementary Network

4865 N Sheridan Rd Chicago, IL 60640

ISBE ID: 150162990252344

School ID: 610269

Oracle ID: 26201

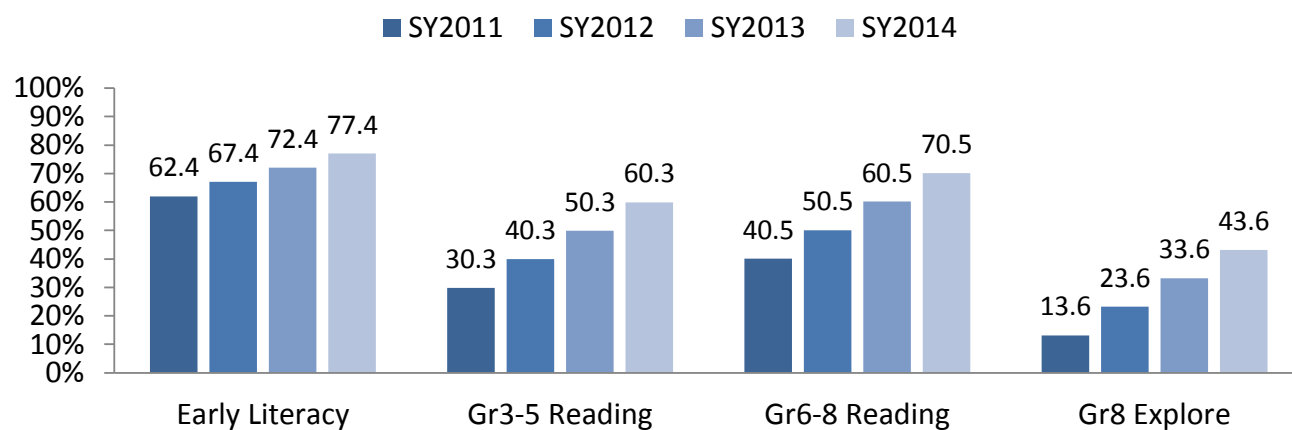CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

The McCutcheon School mission is to strive for high student achievement for our multicultural student body. To that end, we will maintain high accountability for all stakeholders, high behavioral aned academic expectations and 21st Century skills to successfully meet the needs of all students.
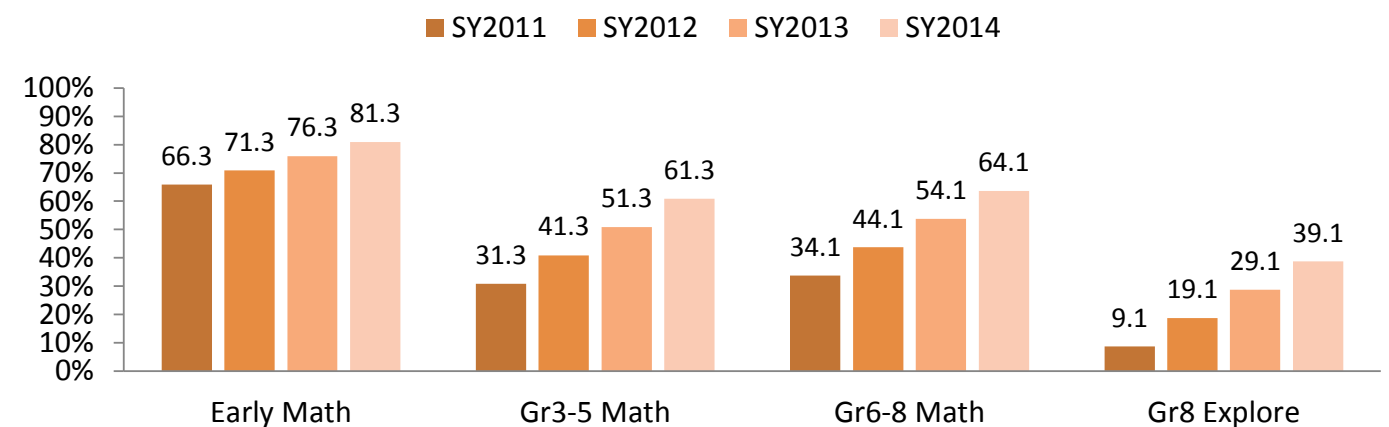
Strategic Priorities

1. Teachers deliver Common Core aligned literacy instruction supported by high quality texts.

2. Teachers deliver Common Core aligned math instruction focused on implementing the 8 outlined principles of mathmetical practices.

3. To provide more opportunites for students, staff, and teachers to interact with technology.

4. To address the physical and emotional health and wellness of students at McCutcheon.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	SY2011	SY2012	SY2013	SY2014
Early Literacy	62.4	67.4	72.4	77.4
Gr3-5 Reading	30.3	40.3	50.3	60.3
Gr6-8 Reading	40.5	50.5	60.5	70.5
Gr8 Explore	13.6	23.6	33.6	43.6

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

	SY2011	SY2012	SY2013	SY2014
Early Math	66.3	71.3	76.3	81.3
Gr3-5 Math	31.3	41.3	51.3	61.3
Gr6-8 Math	34.1	44.1	54.1	64.1
Gr8 Explore	9.1	19.1	29.1	39.1

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 T McCutcheon 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
Dr. Carol Lang	Principal
Cortez Johnson	Assistant Principal
Bonnie Arbuthnot	Special Education Faculty
Vicki Bakis	Classroom Teacher
Kimberly Bendig	Classroom Teacher
Eugenio Escriba	ELL Teacher
Andrea Finkle	Classroom Teacher
Stacey Hudak	Classroom Teacher
Karen Jasinski	Classroom Teacher
Falliat Shokunbi	Classroom Teacher
Kalina Vnoucek	Classroom Teacher
Christine Gries, Juliana Nichols, Lynn Warren	Special Education Faculty

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	62.4	67.4	72.4	77.4	**Early Math** % of students at Benchmark on mClass	66.3	71.3	76.3	81.3

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	30.3	40.3	50.3	60.3	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	31.3	41.3	51.3	61.3
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.7	56.7	66.7	76.7	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	48.3	58.3	68.3	78.3

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	40.5	50.5	60.5	70.5	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	34.1	44.1	54.1	64.1
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.4	68.4	78.4	88.4	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	48.1	58.1	68.1	78.1

8th Grade									
Explore - Reading % of students at college readiness benchmark	13.6	23.6	33.6	43.6	**Explore - Math** % of students at college readiness benchmark	9.1	19.1	29.1	39.1

CIWP

2012-2014 Continuous Improvement Work Plan

John T McCutcheon Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Elementary Goal Setting

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.0	95.0	95.5	96.0	**Misconducts** Rate of Misconducts (any) per 100	8.8	6.8	4.8	2.8

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	65.9	70.9	75.9	80.9		**ISAT - Reading** % of students exceeding state standards	10.8	15.8	20.8	25.8
ISAT - Mathematics % of students meeting or exceeding state standards	76.2	81.2	86.2	91.2		**ISAT - Mathematics** % of students exceeding state standards	19.5	24.5	29.5	34.5
ISAT - Science % of students meeting or exceeding state standards	60.8	65.8	70.8	75.8		**ISAT - Science** % of students exceeding state standards	13.5	18.5	23.5	28.5

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**
	• 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.	• 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.	Our School is in the process of restablishing an effective plan to improve student acheivement and to narrow the achievement gap. We ar working in cluster teams to identify priorities and set goals to meet theseneeds. We plan to measure these goals through classroom, district, and state assessments.	
	Principal Leadership --->			**2**
	• 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.	• 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.	Based on our Excellence in Teaching Evaluation System, our principal clarifys expectations and supports professional growth through observation and reflection. Our open house and curriculum nights have average parent participation, we are developing a plan to further involve families in school wide events.	

Date Stamp November 22, 2012

CIWP

**2012-2014 Continuous
Improvement Work Plan**

John T McCutcheon Elementary School

CHICAGO
PUBLIC
SCHOOLS | CPS

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	Many teachers are part of teams that work to foster student achievement and school growth. However it seems to be the same group of core teachers that participateand take on a role of leadership. We are in the process of encouraging all teachers to take interest in leadership opportunities.	

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
Instructional Leadership Team (ILT)	-->		**2**
• 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.	• 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	Our ILT represents grade cluster, bilingual, and special education teachers. The team provides professional development to staff members as needed. The ILT does not meet on a regular basis but feels it necessary to do so in the future in order to address the needs of the teachers and students.	
Monitoring and adjusting	-->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	Based on our theory of action our school has a systematic approach to analyzing data. At the school level we meet to discuss the analysis of data during our meetings with the administrators. The teachers meet at their grade level meetings to further discuss and analyze data. At the K-2 level the Dibels consultant meets twice a year to discuss data results and action plans. However, we are working on developing a plan for improving ways to plan instruction after analyzing data by observing effective teachers and reflecting on strategies that work.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**2**
	• 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.	• 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.	ILT is attending professional development to aid teachers with the transition to the Common Core Standards. Grade level clusters have examined reading and math Common Core Standards and worked together to map out the scope and sequence of the school year. Curriculum maps are posted in classrooms. According to ISAT data from 2011, our school has not made AYP in reading or math. We continue to examine our current curriculum practices and hope that by addressing the areas of concern, our deficits will decrease.	
	Instructional materials	--->		**2**
	• 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.	• 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).	Instructional materials vary at each grade level. Primary and some intermediate grades use Harcourt's Storytown Basal Reading Series. Intervention kits and leveled readers are available for supplemental use in reading. Basal reader has components that need to be replenished each year. Upper and some intermediate grades use novels as literature studies. We hope to add to the novels the school has in existence to build a solid novel study program at each grade band. Mathematics, Math Trail Blazers, and Harcourt math are all used throughout the building. +Assessment	

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.

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• 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.	• 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.	School wide data is available for each grade level. With Dibels and Scantron we are able to analyze and assess data to identify our students' needs. However, we need to set a schedule to meet more frequently to discuss and analyze data in order to develop an action plan that would promote positive learning experiences that directly relate to our data analysis.	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**3**
• 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.	• 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.	Based on our problem of practice and action plan our school has been instructing students based on higher order questioning techniques using Bloom's Taxonomy as a resource. Interventions have been implemented school wide using RTI. The staff attended professional development activities to review Bloom's Taxonomy and other effective strategies to differentiate instruction. However, we have started implementing CCSS but are in the process of developing a more detailed plan on further implementation of CCSS. We are also working on more frequent times for peer observations and reflections.	

Date Stamp November 22, 2012

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
Intervention	-->		**2**
• 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.	• 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.	McCutcheon staff has made significant strides over the last two school years to understand RtI mandates and solidify procedures around RtI. Even though we have made great gains in our knowledge, it is lacking in our uniform schoolwide approach. According to survey data collected by staff in February 2012, 77% of teachers feel comfortable with the RtI process. However, 65% of teachers feel as though they have not received adequate on-going professional development on RtI, including selecting, implementing, and monitoring appropriate intervetions. If we were making appropriate gains with RtI, we would have fewer students falling in the below and academic warning categories on ISAT and in the strategic and intensive categories in DIBELS and mClass because we would be addressing their needs before they fail or fall behind benchmarks. Not all students who should be receiving invtervetion are involved in RtI. Universal screener data is not the way our school has been identifying students who are in need of intervention. So far, students who are in official RtI, are at the discretion of teachers based more upon classroom observations. As a staff, we have identified the need for a more structure to support RtI, and have scheduled a school-wide intervention block into our Full School Day starting SY12-13. Both Reading and Math action plans address weaving RtI into everyday	
Whole staff professional development	-->		**2**
• 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.	• 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.	Whole staff development occurs regularly but is not aligned to the school's priorities. Topics are isolated and not a part of a yearlong plan. To address this concern, we will be creating yearlong professional development plans for the SY12-14, reading, math, technology and health and wellness. Even though teacher leaders provide quality professional development, as a staff there has not been official monitoring.	

Professional Learning

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	--->		2
	• 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.	• 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.	We have weekly grade level meeting with few opportunity to meet vertically or by content area. According to the My Voice, My School survey 42 percent (average), believe that teachers work well together and strive for excellence. This score represents an aggregate performance across 4 indicators of collaborative teacher: Collaborative Responsibility 34 percent (low), School Commitment 47 percent (average), Quality Professional Development 42 percent (average), and Teacher-to-Teacher Trust 45 percent (average).	
	Instructional coaching	--->		2
	• 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.	• 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.	Professional development decisions are determined by assessing the current needs of the school, teachers, and students. There is little to no evidence of instructional coaching other than professional development or informal associations. Teachers attend content related professional developments on-campus and also off site. According to the My Voice, My School survey 41% felt that teacher instruction was clear, challenging and engaging.	

Date Stamp November 22, 2012

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
	High expectations & College-going culture	-->		**2**
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	Some staff members reinforce expectations for some students to aspire to college and career reeady standards, but it is not school-wide. The counselor visits the middle school students to promote high school and college preparation programs. Some teachers promote goal setting and college expectations in the classroom. The school needs to promote career days, colleges, scholarship programs and options beyond high school in all classrooms. Only 41% of students reported (CCSR 2011) ambitious instruction.	
	Relationships	-->		**2**
	• 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.	• 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.	Patterns of interactions, both between adults and students are inconsistent. Special needs students (ELL, SE, Gifted) often receive mixed signals or treatment. Many students respect and bond with staff members and other students. Some students receive preferential treatment from adults within the school community. Staff are not always aware of special circumstances of certain students. 90% peer support for academic work and 52% for student/teacher trust (CCSR 2011). By implementing a school-wide Positive Behavior System, there will be common lanuage and universal behavior expectations for all staff and students.	
	Behavior& Safety	-->		**2**
	• 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.	• 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.	McCutcheon does not have uniform norms for dealing with discipline violations and positive behavior supports. McCutcheon does not have a problem with violence, however, on the My School, My Voice survey, 45% of the students reported that they did not feel safe on campus. The school environment on occassion leads to situations that are unconducive to learning, especially when support staff is not utilized effectively, by such as monitoring the boys restroom on the second floor. Proximity would prevent any situations that lead to noise distractions or conflicts that arise that require teacher being involed to resolve situations. As PBIS structures are established, implemented and followed through with in the upcoming school years, the staff feels as though the learning environment will not be compromised due to unncessary, yet preventable distractions.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**2**
	• 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.	• 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.	Information on school performance is communicated through the My School, My Voice survey and is also provided to parents upon request. Teachers share their expectations with parents through introduction letters at the beginning of the year, an annual Open House, and periodic conferences. Through the use of Parent Portal, parents have access to their child's grades and required assignments.	
	Ongoing communication	-->		**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	The majority of communication to families are conducted during report card pick-up and in the case of behavior/acadmeic concerns. According to My School, My Voice survey, only 56% of the parents surveyed felt engaged in the school environment, communication is one of the factors addressed in the survey to determine engagement. A monthly newsletter has been sent out for the last two years. Part of PBIS structures, there will be ideas generated and implented as to how to communicate with parents for positive reasons rather just negative ones.	
	Bonding	-->		**2**
	• 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.	• 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.	McCutcheon is a small neighborhood school that provides after-school activites for students, and because of the recent awarding of the SGA grant, parents, as well. The school also host a minimum of three music assemblies throughout the school year. However, according to My School, My Voice survey, only 36% of families indicate that they feel there are opportunites to be involved in their students education. The parents that are involved report to have positive relationships with their students' teachers. In response, efforts will need to be made to create, and communicate opportunities for parents to be more involved in both academic and extra-curricular programs.	

Date Stamp November 22, 2012

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
Specialized support	--->		**2**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	McCutcheon has a staff of 4 special education teachers, and 4 paraprofessionals to support the needs of students both academically, physically, and emotionally. Specialized team members also include part-time nurse, social worker, psychologiste, speech therapist, and occupational therapist. Students surface needs are met, however, further efforts could be made to engage parents of specialized services students to be more engaged in their child's education and care. Related service staff members assist with connecting families with social service agengies such as counseling and eye-glass programs. There is also one TBI and TBE teacher on-campus.	
College & Career Exploration and election	--->		**2**
• Information about college or career choices is provided.	• 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.	1. Our Case Manager visits the 8th grade class every Tuesday to discuss college planning, career exploration, and preparing for high school. They use the "What's Next Illinois? " website: https://secure.whatsnextillinois.org/. In the 2012-2013 school year, this program will be extended to the 6th and 7th grades. 2. In June for character Education Month our Case Manager talks to the 8th graders about work ethics. The 8th graders visit kindergarten through 5th grade classes to present on various careers. 3. The General education teachers work career exploration related activities into their lessons for the 7th and 8th grade classes. 4. Volunteer opportunities are offered to middle grade students that may increase students' sense of responsibility and self-confidence and also offer some job readiness skills.	
Academic Planning	--->		**2**
• 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.	• 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.	The Case Manager visits 8th grade class every Tuesday to discuss college, careers, and preparing for high school. Academic planning for the each assigned student is performed by the general education teachers and the special education teachers. Special attention is given to preparing 8th graders for entering high school.	
Enrichment & Extracurricular Engagement	--->		**2**
• 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.	• 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.	Through SES ,Literacy for All & SGA programs we were able to provide more academic enhancement tutoring & adult computer education classes. We also had a boys basketball team. With the continued funding from SGA grant we will be able to enhance our afterschool activities by adding more sports teams, academic tutoring & a variety of fun programs involving the fine arts to help us build more well rounded students here at McCutcheon. In addition, staff plan several educational and reward field trips during the school year. McCutcheon offers music classes focusing on the cultures of the school's students. Several concerts are given each year by McCutcheon music students and visiting school bands.	

(Left vertical label: 6: College and Career Readiness Supports)

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**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Eighth grade students participate in the EXPLORE test to examine student readiness for college. The My Voice, My Survey results show that 13.6 percent of the eighth grade students in reading and 9.1 percent of the students in math are prepared for college. Eighth grade students work with the school counselor on educational and career planning activities and make presentations to younger grade students.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	*Not applicable to PK-8 campus	
	Transitions	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	Teachers communicate with parents to facilitate transitions from one grade level to the next. Welcome letters are sent home at the beginning of each school year that explain the expectations, curriculum, and materials needed for that grade level. Teachers in consecutive grade levels discuss areas of difficulty in the curriculum and the needs of upcoming students. The school counselor works with the eighth grade students on high school applications and provides them with information about available programs. The counselor also meets with the eighth grade class on a regular basis to help them students plan for	

Date Stamp November 22, 2012

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*	-->		**2**
	• 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.	• 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.	The discretionary resources that we are partners with are Margate Block Club,Baker & McKenzie Law firm that contribute on an ongoing basis. Donors choose is another source that some teachers seek out grants from. In order to raise our score the school discretionary fund spending needs to be more consistant for all auxillary programs to be able to spend the alotted money per student so that they are able to upgrade the materials they need for their programs.	
	Building a Team	-->		**2**
	• 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.	• 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.	Hiring is conducted only after a vacancy or expected vacancy is identified. Several of the teachers that have been hired at McCutcheon were because of personal and professional acquaintances of current staff members. Interviews are often just the administration and only on occassion involve related parties. Due to the small nature of McCutcheon, grade teams are not intentionally designed as teachers are often the only teacher for a particular grade level. In the future, measures will be taken to systematically place teachers in grade bands more intentionally, specifically with a strong reading, math, and science/technology teacher on each team, even if the teams for possible departmentalization.	
	Use of Time	-->		**2**
	• 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.	• 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.	Our teachers have common prep times so that they can collaborate with each other. They also have grade level meetings before or after school on an ongoing basis. Our middle school also has a departmental schedule based on the number of minutes they need per subject. We have developed an RTI reading intervention for those students that need to increase that skill. We also have afterschool academic programs in reading to increase the students knowledge, fluency & comprehension skills for those who need that extra help.	

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

The McCutcheon School mission is to strive for high student achievement for our multicultural student body. To that end, we will maintain high accountability for all stakeholders, high behavioral aned academic expectations and 21st Century skills to successfully meet the needs of all students.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers deliver Common Core aligned **literacy instruction** supported by high quality texts.	Current DIBELS, ISAT, Scantron, ACCESS, Running Records, Curriculum Based Assessments data shows achievement across grade levels are below national standards. We feel as though all grade levels need to adopt a balanced literacy model supported by high-quality text to address the needs of students including our diverse populations and literacy skills as prescribed by the Common Core State Standards including reading, writing, listening, and speaking.
2	Teachers deliver Common Core aligned math instruction focused on implementing the 8 outlined principles of mathmetical practices.	*mCLASS, ISAT, Scantron, ACCESS, Curriculum Based Assessments It is a priority to increase the development of students to think and solve problems creatively, critically, and constructively, due to upcoming transition to Common Core State Standards and the emphasis on essential mathematical practices that students that are college and career ready must possess.
3	To provide more opportunites for students, staff, and teachers to interact with technology.	*Survey data (teacher, parent, and student) *This priority impacts instruction by increasing teacher and student engagement and interaction with technology. *This priority helps us achieve the goals by improving competency in teacher and student use of technology and software.
4	To address the physical and emotional health and wellness of students at McCutcheon.	Illinois Youth Survey, My School, My Voice Survey, Verify data Research indicates that students who have emotional and behavior supports provided through explcilty teaching social and emotional learning competencies, are less likely to engage in problem, and unhealthy behaviors. Addressing such concerns will create a less distracting learning environment that can be counterproductive to the educational process.
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers deliver Common Core aligned literacy instruction supported by high quality texts.	Current DIBELS, ISAT, Scantron, ACCESS, Running Records, Curriculum Based Assessments data shows achievement across grade levels are below national standards. We feel as though all grade levels need to adopt a balanced literacy model supported by high-quality text to address the needs of students including our diverse populations and literacy skills as prescribed by the Common

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assess and address teacher readiness for transitioning to Common Core literacy instruction, and Repsonse to Intervention techiniques for RtI.	ILT/ Teacher Teams	All	ILT and Administration	Summer 2012	On-going		
Professional Development for implementing Common Core aligned literacy instruction and Response to Intervention techniques delivered by teacher leaders to each grade band.	Professional Development	All	Teacher Leaders and Administration	Quarter 1	On-going		
Analyze current literacy curricula in relation to Common Core and Response to Intervention by examining materials created by the publishers of our core curricula and invest in supplemental fiction and informational texts to support aligned units of study.	Instructional Materials	All	ILT, Teacher Leaders, Classroom teachers and Administration	Summer 2012	Quarter 1		
K-8 teacehrs will use backwards mapping from Common Core State Standards to plan and align units of study that address literacy instruction skills, and strategies school-wide and in grade bands.	Professional Development	All	ILT, Teacher Leaders, Classroom teachers and Administration	Summer 2012	Quarter 1		
Scaffolded implementation of structures to begin the successful transition to a balanced literacy approach in all K-8 literacy classes, including ELL and SPED. Balanced literacy structures will be supported by high-quality units of study supplemented by novels and levled readers.	ILT/ Teacher Teams	All	ILT, Teacher Leaders and Administration	Summer 2012	On-going		
Progress monitoring of balanced literacy structure implementation at two-week intervals including, observation, debrief, reflection, and future planning.	Professional Development	All	Administration	Quarter 1	On-going		

Strategic Priority 1

Increase teacher's ability to assess students' reading competencies by continuing professional development and investing in diagnostic reading materials.	Professional Development	All	ILT, Teacher Leaders, Classroom teachers and Administration	Summer 2012	Quarter 1		
Staff will communicate quarterly with parents concerning their student's reading level and proficieny, providing ideas for home support through quarterly family literacy events coordinating with balanaced literacy structures being introduced that quarter supported by comprehension strategies.	Parent Involvement	All	Classroom teachers	Quarter 1	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers deliver Common Core aligned math instruction focused on implementing the 8 outlined principles of mathmetical practices.	*mCLASS, ISAT, Scantron, ACCESS, Curriculum Based Assessments It is a priority to increase the development of students to think and solve problems creatively, critically, and constructively, due to upcoming transition to Common Core State Standards and the emphasis on essential mathematical practices that students that are college and career ready must possess.

Action Plan · Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assess and address teacher readiness for transitioning to Common Core mathematics instruction.	ILT/ Teacher Teams	All	ILT and Administration	Summer 2012	On-going		
Professional Development for implementing Common Core aligned mathematics instruction delivered by teacher leaders to each grade level, focusing on the 8 essential mathematical practices, and are systematically presented, implemented, supported, and monitored. Such professional development will ensure K-8 continuity of vocabulary and expectations.	Professional Development	All	Teacher Leaders and Administration	Summer 2012	On-going		
In each classroom, conduct an audit of current mathematics curricula in relation to Common Core by examining materials created by the publishers of our core curricula and invest in supplemental resources that reinforce critical thinking skills in mathematics.	Instructional Materials	All	Classroom Teacher, Adminstration, ILT	Summer 2012	Quarter 1		
K-8 teachers will use curriuclum mapping along with Common Core State Standards to plan and align mathematical practices and concepts that address math instruction skills and strategies school-wide and in grade levels.	Professional Development	All	ILT, Teacher Leaders, Classroom teachers and Administration	Summer 2012	Quarter 1		
Progress monitoring of mathematics instruction to ensure all instructional content and curricula are being implemented with fidelity, along with Common Core State Standards implementation at five-week intervals including, observation, debrief, reflection, and future planning.	Professional Development	All	Administration	Quarter 1	On-going		

Strategic Priority 2

Continue to improve teacher's ability to assess students mathematics ability by continuing professional development and investing in diagnostic math materials.	Professional Development	All	ILT, Teacher Leaders, Classroom teachers and Administration	Quarter 1	On-going		
Provide opportunites to involved in mathematic instruction by hosting semi-annual math family activites where staff introduces CCSS focus areas for each grade level, in addition to the mathematical practices and practical ways families could support mathematics instruction at home and in the community.	Parental Involvement	All	ILT, Teacher Leaders, Classroom teachers and Administration	Quarter 2	On-going		

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
To provide more opportunites for students, staff, and teachers to interact with technology.	*Survey data (teacher, parent, and student) *This priority impacts instruction by increasing teacher and student engagement and interaction with technology. *This priority helps us achieve the goals by improving competency in teacher and student use of technology and

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing the use of technology by teachers within their classroom and into their own professional practice, including Office tools.	Professional Development	All	Administrators, Trainers, Teacher Teams	Quarter 1	On-going		
Provide parent workshops after school for computer literacy	Parental Involvement	All	Teacher/ESP	Quarter 1	On-going		
Continue to train parents to use the parent portal to access their child's grades	Parental Involvement	All	Teacher/ESP	Quarter 1	On-going		
Provide technology classes for students to enhance their learning using specific software programs, typing programs and the internet	Instruction	All	Teacher/ESP	Quarter 1	On-going		
Write grants to provide funding to purchase needed technology for teacher, student and parent use	Equipment/ Technology	All	Adminstration	Summer 2012	On-going		

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
To address the physical and emotional health and wellness of students at McCutcheon.	Illinois Youth Survey, My School, My Voice Survey, Verify data Research indicates that students who have emotional and behavior supports provided through explcilty teaching social and emotional learning competencies, are less likely to engage in problem, and unhealthy behaviors. Addressing such concerns will create a less distracting learning environment that can be

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Every class will be engaged in weekly Second Step Lessons.	Instruction	All	Classroom Teachers and Counselor	Quarter 1	On-going		
Develop a Positive Behavior Team to address school-wide and classroom level supports.	ILT/ Teacher Teams	All	Teacher Leaders	Summer 2012	Quarter 1		
PBIS team establishes, communicates, and supports implementation of school-wide systems to be followed by all staff members, including parent volunteers.	ILT/ Teacher Teams	All	Teacher Leaders	Summer 2012	On-going		
Collect data and monitor staff and school implementation of PBIS structures monthly, and address concerns in a timely manner.	Professional Development	All	Adminstration	Quarter 1	On-going		
Staff members will attend CHAMPS professional development, and then implement CHAMPS strategeis and activities within all classrooms and common areas including cafeteria, plagrounds, and hallways.	Professional Development	All	All staff members, including office, STLS personnel, cafeteria, security	Summer 2012	Quarter 1		
Every staff member understand the educational purpose and need for SEL, and as a result provides consistent, fair, and effective classroom and individual supports to students to create an learning envirnonment null of unneccessary behvavior distractions.	Professional Development	All	All staff members, including office, STLS personnel, cafeteria, security	Quarter 1	On-going		
Students in need of strategic or intensive behavioral supports will be supported within the structures of RtI, and teachers should develop intervention plans, including assessment and progress monitoring.	Other	Other student group	Clasroom teachers, Special Teachers, and Support Staff such as Security	Quarter 1	On-going		

Strategic Priority 4

Extend community wellness partnerships to address school community needs such as diabetes, asthma, blood pressure, seizure disorders, diet and its relationship to health and student achievement, as well as adolescent health.	Other	All	Teacher Leaders, Counselor, Social Work, SGA Coordinator, Administration, STLS Liason	Quarter 2	On-going		
K-8 implementation of Organ Wise Guys, health and nutrition program. Foster teacher comfort with program, and student's engagement.	Instruction	All	Classroom Teachers, and Organ Wise Coordinator	Quarter 1	On-going		

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