



**2012-2014 Continuous Improvement Work Plan**

**Ronald E McNair Elementary School**

Austin-North Lawndale Elementary Network

4820 W Walton St Chicago, IL 60651

ISBE ID: 150162990252634

School ID: 610282

Oracle ID: 26301



**Mission Statement**

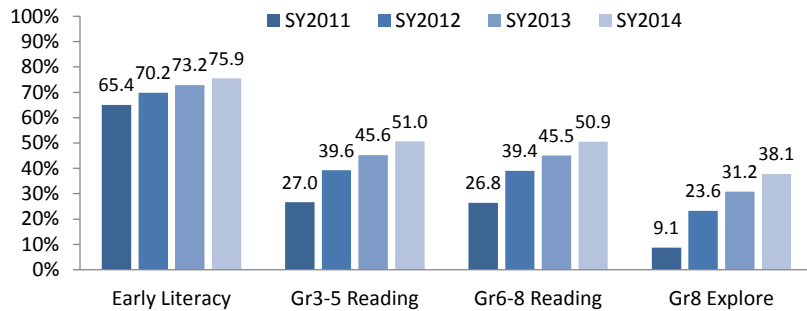
McNair Academic Center is committed to the belief that all students can learn. We will provide a consistent and rigorous academic program. Best practices will be applied to promote an inclusive learning environment, acceptance, and respect for all. We will promote shared leadership through peer collaboration, parent involvement, and partnerships with the wider community.

**Strategic Priorities**

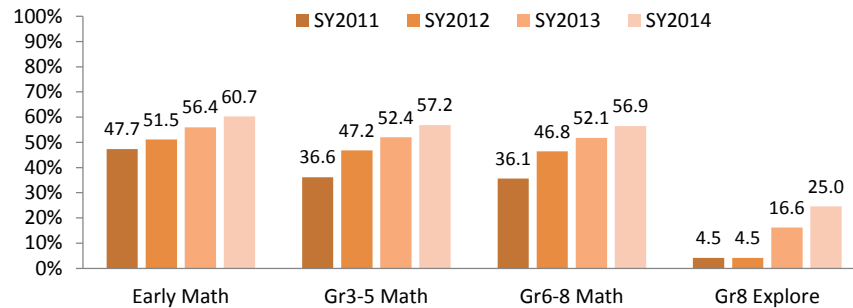
1. Through team collaboration with chairpersons, staff will remediate student deficits through differentiation of instruction.
2. Staff will broaden their understanding of ELA CCSS to improve student achievement with rigorous instruction.
3. Increase student attendance to improve student achievement.

**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](http://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:	Ronald E McNair 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
Shirley A. Dillard	Principal
Brenda Lawence	Assistant Principal
Riqquyah Abdul-Malik	Classroom Teacher
Lynette Adams	Classroom Teacher
Barbara Johnson	Classroom Teacher
Christine Gulino	Lead/ Resource Teacher
Bernetta Jackson	Counselor/Case Manager
Yolanda Walton	Assessment/Data Faculty
Terina Woolridge	Classroom Teacher
Mary Moore	Parent/ Guardian
Tania Bridge	Support Staff



## 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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	65.4	70.2	73.2	75.9		<b>Early Math</b> % of students at Benchmark on mClass	47.7	51.5	56.4	60.7
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	27.0	39.6	45.6	51.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	36.6	47.2	52.4	57.2
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	47.0	54.6	59.2	63.3		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	55.1	60.0	64.0	67.6
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	26.8	39.4	45.5	50.9		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	36.1	46.8	52.1	56.9
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	54.9	59.8	63.8	67.5		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	45.7	53.8	58.4	62.6
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	9.1	23.6	31.2	38.1		<b>Explore - Math</b> % of students at college readiness benchmark	4.5	4.5	16.6	25.0



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	90.7	91.0	92.5	93.0					
<b>Misconducts</b> Rate of Misconducts (any) per 100	52.8	48.9	47.0	40.0					

## 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	56.8	58.9	60.1	65.0		<b>ISAT - Reading</b> % of students exceeding state standards	5.6	16.4	24.7	32.3
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	66.5	70.0	75.0	78.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	9.8	21.1	29.0	36.1
<b>ISAT - Science</b> % of students meeting or exceeding state standards	56.5	60.0	65.0	68.0		<b>ISAT - Science</b> % of students exceeding state standards	0.0	5.6	7.0	10.1

## 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
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>The school has established measurable goals based on the School Score Card for student achievement that increases by % annually in the three subject matter tested. Staff has collaborated on identified goals at weekly staff meetings and PD. Classroom observations show data posted using the universal screener is noted. This goal setting has helped to narrow the achievement gap on the districtwide assessment for all students to ensure college and career readiness. The Theory of Action has been established and disseminated to staff and is included in the Opening School Bulletin. School priorities are included and address schoolwide needs.</p>	
	<b>Principal Leadership</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Weekly and monthly staff development meetings are held to help drive instruction in the classroom and improve communication. Teacher teams are directed by ILT's during weekly meetings to address best practices as given by the principal for each cluster. These teams help to ensure that there is a link between the PD given and classroom implementation after professional development has occurred. School-wide vision for college and career readiness is not class specific. Middle school students have attended two college-to-careers programs, and 8th grade students have designed a research paper on career choices. Principal has supported and helped design monthly parent meetings as well as attended regularly, scheduled monthly LSC meetings. Parents are empowered through accurate information on school performance and are given opportunities for involvement.</p>	

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<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>A large majority of the teachers are invested in the success of the school through leadership in one area, including but not limited to:</p> <ul style="list-style-type: none"> <li>ILT Team</li> <li>CIWP Team</li> <li>Cluster Chairperson</li> <li>Grade Level Chairperson</li> <li>Rtl/Foundations Team</li> <li>Parent Liaison</li> <li>Data Team</li> <li>LSC Teacher Representatives</li> <li>Union Representative</li> <li>Department Chairperson</li> <li>Pension Representative</li> <li>Afterschool Coordinator</li> <li>SES Coordinator</li> </ul> <p>Each teacher is invested in and encouraged to share his/her learning and best practice during PD's and staff meetings.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instructional Leadership Team (ILT)</b> -----&gt;</p> <ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>			<b>3</b>
<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>			
<p><b>Monitoring and adjusting</b> -----&gt;</p> <ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>			<b>2</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>			
<p>There are teams of individuals that analyze data for student strategies to be implemented. Classroom teachers have been trained on how to systematical analyze student data. Grade level ILT PM sessions are conducted to improve instruction and aid in teachers analyzing data with a different eye. The counselor assists staff with analyzing data as needed. Teachers meet and collaborate on data during grade level team meetings. Data is posted in the classroom and hallways to encourage student growth. Teachers discuss adjustments as needed during cluster meetings. Data is</p>			

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<p>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</p> <p>Each grade level or department/cluster uses common units or instruction aligned to the standards.</p>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Each grade level utilizes instructional materials that are aligned with the standards and provide differentiated lessons incorporating technology. Teachers attend professional development/training in curriculum, i.e. Everyday Math, SRA Open Courth, Houghlin Mifflin, etc.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>All classrooms have Data Binders that include achievement data and sample student work. Data binders are readily available in classrooms for review by ILT team, administration, and others as needed. Rtl data is collected and also placed in binders by classroom teachers. Achieve 3000 is used as an Rtl intervention for grades 3-8. Wings and literacy programs are available for classroom interventions for grades K-2. This data is also included in the Rtl binders.</p> <p>Universal Screeners, district wide assessments, and schoolwide weekly assessment are the norm. Data is analyzed and made available for parents and community members.</p> <p>Accommodations and modifications are in place for students with special needs (i.e. extra time during testing, testing in separate locations, and Read Aloud assessments).</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Common Core State Standards (CCS) is the curriculum followed by all teachers. CCS are posted in the classrooms and included in lesson plans by teachers. Objectives are also written and verbally stated by classroom teachers at the start of each lesson. Lessons are standards based and teachers utilize assessment data to guide instruction and identify students that might need interventions. Weekly assessments are implemented at all grade levels. Progress monitoring is conducted through the Universal Screener that is completed three times a year (BOY, MOY, EOY). Homework is assigned daily to reinforce student achievement in the classroom. Each teacher regularly uses formative assessment (Weekly Assessments) during instruction to help improve instruction and monitor/modify student achievement. Instruction is a combination of whole group and small group activities that is identified by student assessments.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Response to Intervention (RTI) strategies are in place and implemented by classroom teachers for a minimum of 30 minutes per day.</p> <p>The principal and assistant principal monitor and review classroom teacher data binders for RTI implementation. The primary department progress monitor students regularly based on Dibels, mClass Math and TRC assessments; assessment schedules are assigned by the ANL Network.</p> <p>Teachers are responsible for classroom intervention schedules and making sure all students' progress is monitored prior to assessments.</p> <p>Interventions are provided in small groups based on student deficit on the Universal Screeners.</p> <p>The ILT also reviews this data and assists grade levels and clusters (multiple grades, primary, intermediate and upper) with analyzing data for student strategies and targeted</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Whole staff professional development has been planned for the school year. This was based on school priorities and staff needs. This PD is on-going and addresses staff interest as well. Teacher collaboration is in place to ensure growth targets are being met.</p> <p>Teachers are highly encouraged to attend outside PD and take courses that are research-based and that will enhance their teaching techniques and gain additional endorsements.</p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Grade levels and Clusters (primary, intermediate, upper grades) meet regularly to plan instruction and discuss data (data analysis). General Education teachers and Special Education teachers collaborate to discuss student progress and provide support to classroom teachers.</p> <p>ILT's attend and conduct PM sessions and create Action Plans for teachers to complete to address gaps in instruction. The ILT team analyzes data and provide feedback to classroom teachers as needed to guide instruction.</p> <p>There are protocols designed to help analyze student data to improve instruction and student achievement.</p> <p>Clearly, articulated agendas and meetings are implemented to ensure that the school and district vision is the focus of all meetings.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Identified teachers have opportunities to receive PD for the ANL Network. The scheduling and personnel is limited to peer coaching as needed.</p> <p>Observations are conducted by the administrative team. Professional development is not always interest-based but meets student, staff and school needs.</p> <p>There were no new teachers at McNair this year. Teachers receive feedback from administration on an ongoing basis.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>All staff members and school members have high expectations for all students.</p> <p>The Middle school teachers expose students to a variety of college and career choices through field trips, Performance Based Learning activities, guest speakers, bulletin boards and written communication.</p> <p>Every student has a voice in his/her learning.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>Positive relationships among students and adults have been created. Special Education students have interactions with regular education students in core areas and subjects, field trips, assemblies etc.</p> <p>Some students are not as respectful to one another.</p> <p>Students' classroom experiences demonstrate value of home culture.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>The Foundations Program has developed schoolwide expectations in common areas of the school (positive behavior intervention strategies).</p> <p>Teachers have attended Champs training to become aware of positive intervention behavior strategies and to implement these strategies daily in the classroom to create a safe, welcoming environment conducive to learning.</p> <p>Staff has established a safe and welcoming school environment for the community and all stakeholders</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>An annual parent meeting is held to provide information on school-wide expectations for student achievement. DIBELS reports are provided to parents in a timely manner. Progress reports are distributed quarterly. Parent meetings, requested by parent or teachers, regarding student achievement are scheduled as needed. Parent portal access is available for all parents and provide additional information. RTI data and student status data/tiers are reported to parents and students for BOY, MOY and EOY and Sp.Ed. staffings.</p> <p>Teachers and administrative staff proactively provide information regarding school choices to 8th grade students' families looking for options for transitions to high schools and when relocating to other schools within the district.</p>	
	<b>Ongoing communication</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Teachers at every grade level have at least two parent meetings per year to inform parents of student achievement within their classrooms.</p> <p>Grades 3, 6, and 8, (Benchmark grades) are notified every five weeks of student status and promotion policies regarding their students. Parents are informed by classroom teachers and through annual parent meetings regarding the promotion policy.</p>		
<b>Bonding</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p>The school is run like a community business with the parent and students as the client. For the most part, the school is viewed as a welcoming environment and non-threatening. Parents volunteer and come to observe in the school and classroom.</p> <p>All parents are invited to monthly classroom and grade level assemblies. The Afterschool Allstars Program utilize parent volunteers with field trips, exhibits literacy activities, the choir and other classroom outings.</p>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	McNair has several outreach programs and partnerships such as the Bobby Wright Mental Health Center, YOW truancy program, Child Serve Outreach Program, and CICS Outreach that has an umbrella of agencies that support McNair such as: <i>In my Shoes</i> , a gang and drug rehabilitation program; Vision and Hearing screen exams; free eye exams and glasses; Ask the Doctor Program; Apple Dental Program;	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Meetings with parents of Middle school students to expose students to opportunities for High School and College availabilities. A HS and College-to-Careers team has been identified and has held fairs for parents to attend. McNair's Counseling department has developed a Career Awareness project for all 8th grade students.	
<b>Academic Planning</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	McNair Counseling department has provided information to grades three through eight regarding career awareness in specific areas. There is an annual research project that the eighth graders are required to complete by the counselor. Specific goals for college careers that help them gain productive work knowledge through <i>What's Next Illinois</i> online. A quarterly career aspirations program is designed by the counselor for grades 7 and 8 that explore career and college interest and career work awareness is implemented.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	McNair has implemented an after school All Stars Program that includes extracurricular, enrichment, and academic programs for grades Kdg-8. (i.e. drama, dance, sports, homework help, arts & crafts, computer, choir and instrumental music).		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	McNair students complete the assesment/college and career awareness, <i>What's Next Illinois</i> , for student knowledge and awareness of various college and career interest and aptitude.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	NA	
	<b>Transitions</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	McNair school works to ensure that effective transitioning is in place for Pre-K students to transition into kindergarten. A walk-through to the kindergarten class is in place to ensure students grasp the kindergarten program prior to attending. There is on-going collaboration between the two grades (Pre-K & kindergarten). There is a High School transition team and two high school fairs for grades 6-8. There is a high school Investigation Day sponsored by high schools that seventh and eighth grade students participate in bi-annually.	



## School Effectiveness Framework

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		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>Discretionary funds are used to purchase instructional material and personnel to implement strategic priorities at McNair. Consultants and various agencies have partnered with McNair to address the needs of the school and staff. Attendance incentives are now part of the academic program to improve schoolwide attendance. Novels were purchased to support arigorous instruct in the classroom. McNair implements the CMSI Science program to improve inquiry level knowledge for grades 4 and 7.</p>		
	<b>Building a Team</b> ----->				<b>2</b>
<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>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.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connections to the school. Interviews typically consist of an interview with the principal or a team from the school. Grade/course teams are designed and available to interview potential candidates.</p>			
<b>Use of Time</b> ----->				<b>2</b>	
<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>School schedules are designed by the adminstration based on student needs and school-wide growth goals. This is a "right fit" for both students and the school and creates a instructional curricular positive environment. Struggling students receive structured intervention (RTI) in dedicated blocks in the classroom by individual classroom teachers as needed. The school schedule allows for common planning time for collaboration for grade-level teacher teams at least twice a week.</p>			

Date Stamp November 22, 2012



## 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

McNair Academic Center is committed to the belief that all students can learn. We will provide a consistent and rigorous academic program. Best practices will be applied to promote an inclusive learning environment, acceptance, and respect for all. We will promote shared leadership through peer collaboration, parent involvement, and partnerships with the wider community.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Through team collaboration with chairpersons, staff will remediate student deficits through differentiation of instruction.	Analysis of classroom observations shows that instruction is primarily whole group. Also, McNair Value Add score in Reading is -2.0. Literacy instruction designed around best practices and differentiated instruction will ensure rigorous instruction conducted through literature circles will be designed. The individual grade level and school teams will work with the department chairs to analyze data to determine student deficits to address and identify resources to differentiate instruction.
2	Staff will broaden their understanding of ELA CCSS to improve student achievement with rigorous instruction.	Professional development will be implemented to provide clear and effective implementation of CCSS in literacy.
3	Increase student attendance to improve student achievement.	School attendance is below district expectations of 95%. There is a need to improve attendance by 2 % annually until McNair's attendance is inline with districtwide expectations.
4	Optional	
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
Through team collaboration with chairpersons, staff will remediate student deficits through differentiation of instruction.	Analysis of classroom observations shows that instruction is primarily whole group. Also, McNair Value Add score in Reading is -2.0. Literacy instruction designed around best practices and differentiated instruction will ensure rigorous instruction conducted through literature circles will be designed. The individual grade level and school teams will work with the department chairs to analyze data to determine student deficits to address and

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use current data to analyze school and districtwide assessments/Universal Screeners (Scantron, ISAT, DIBELS, NWEA) to increase student targeted goals.	Equipment/Technology	All	Teachers, Administrators	On-going	On-going	On-Track	Continue to utilize data to plan classroom instruction.
Use CCSS to create a Unit and Pacing guides and aligned assessments and rubrics.	Instruction	Other student group	Teachers, Administrators	On-going	On-going	On-Track	Provide inservice on CCSS for staff to make sure all students are College and Career ready.
RtI and the universal screener will provide targeted growth levels for students to obtain quarterly for Tier I, II, and III students.	Instruction	All	Teachers, Students, Administrators	On-going	On-going	On-Track	Review all new screeners for student improvement.
Purchase additional resources (both material and personnel) that are college and career ready for all students to improve student achievement.	Instructional Materials	All	Teachers, Students, Administrators	On-going	On-going	On-Track	Hire staff for school improvement activities.
Teachers will collaborate and design unit and lessons using CCSS as well as create Rubrics for assessments of each unit.	ILT/ Teacher Teams	All	Teachers	On-going	On-going	On-Track	Plan PD for the summer to design CCSS units.
Continue working pacing guides and unit plans through the end of the school year. These Unit Plans will be monitored monthly during grade level and departmental meetings.	ILT/ Teacher Teams	All	Teachers, Administrators	On-going	On-going	On-Track	Provide additional inservices on CCSS for staff to make sure all students are College and Career ready.
Implementation and monitoring of Workshops and differentiated lessons will be designed to ensure that all teachers continue to address student deficits.	Instruction	All	Teachers, Administrators	On-going	On-going	On-Track	Administrators and coordinators will monitoring workshops daily to ensure implementation all plans.
Provide PD for Achieve 3000 on August 9th to provide staff with effective classroom practices for implementation during student use.	After School/ Extended Day	All	Teachers, Administrators	Summer 2012	On-going	On-Track	Achieve 3000 Professional Development is scheduled to provide on-going practices for teacher effectiveness and student achievement.
Classroom teachers provide PD on best practices and implementation of differentiated instruction.	After School/ Extended Day	All	Teachers, Administrators	Summer 2012	On-going	On-Track	PD will be scheduled upon teacher PD days in August on differentiated instruction.



## 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
Staff will broaden their understanding of ELA CCSS to improve student achievement with rigorous instruction.	Professional development will be implemented to provide clear and effective implementation of CCSS in literacy.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide current data of student achievement to develop Unit plans and to differentiate instruction using CCSS.	Equipment/ Technology	Other student group	Teachers, Administration, Counselors	Quarter 4	Quarter 4	On-Track	Analyze data from 4th Quarter Scantron results.
Hire computer teacher to ensure that all online computer programs and assessments are used to support teachers in planning and instruction and used by all students to improve student achievement.	Instruction	All	Administration	On-going	On-going	On-Track	Review new districtwide assessment
Hire ESP to analyze data to ensure all assessments are implemented and progress monitored. Maintain Laptop Lab and laptops to ensure that all equipment is running and software is updated.	Instructional Materials	All	Administrative team and Interview team	Summer 2012	On-going	On-Track	Identify, interview and hire new staff for Computer position.
Replenish instructional material for math program	Instructional Materials	Other student group	Teachers, Administration, Chairpersons	Quarter 1	Quarter 1	On-Track	Replenish math text for grades K-5
Teachers will collaborate and design unit and lessons using CCSS as well as create Rubrics for assessments of each unit.	Instruction	Other student group	Teachers, Administrators	On-going	On-going	On-Track	Provide inservice on CCSS for staff to make sure all students are College and Career ready.
Continue working pacing guides and unit plans through the end of the school year. These Unit Plans will be monitored monthly during grade level and departmental meetings.	ILT/ Teacher Teams	All	Teachers, Administrators	On-going	On-going	On-Track	Provide additional inservices on CCSS for staff to make sure all students are College and Career ready.
Purchase novels to ensure literature circles are implemented with rigorous activities and practices that address text-based instructional practices.	ILT/ Teacher Teams	All	Teachers, administrators	On-going	On-going	Behind	Get a list of new novels to purchase.
Monitoring of the implementation CCSS through observation and review of weekly lesson plans.	Instruction	All	Teachers, Administrators	Quarter 1	Quarter 1	On-Track	Review suggested reading list provided by CCSS and make purchases.



### Strategic Priority 3

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

Strategic Priority Description	Rationale
Increase student attendance to improve student achievement.	School attendance is below district expectations of 95%. There is a need to improve attendance by 2 % annually until McNair's attendance is inline with districtwide expectations.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide weekly incentives to improve attendance.	ILT/ Teacher Teams	All	Teachers, students, administrators	On-going	Quarter 4	On-Track	Data shows an increase in attendance during the month of April. More incentives are needed to improve attendance for the month of May 2012.
Design and create four activities a year, and identify incentives that will address an annual increase in student attendance for the 2013 school year.	Instruction	All	Foundations team, ILT team and administration, teachers	Summer 2012	On-going	Behind	The implementation of all activities must be implemented and adhered to as designed.
Post perfect attendance for students by classrooms.	ILT/ Teacher Teams	All	Teachers, students, administrators	Quarter 1	Summer 2013	On-Track	All students with monthly perfect attendance will be posted on bulletin boards outside teachers' classrooms.
Students with unexcused absences are immediately identified in Impact. Office Support notifies parents to visit school to provide excused absences	Parental Involvement	All	ESP	Quarter 1	On-going	On-Track	All calls and parent letters are mailed to parents of students with multiple attendance problems.
Staff will make daily phone calls and home visits to parents whose children are absent within a three day period.	Parental Involvement	All	YOW and attendance clerk	Quarter 1	On-going	Completed	YOW workers from the ANL will continue to call home and make home visits.
When classroom attendance falls below 95%, classroom teachers/grade levels will be required to do an attendance plan that includes ways to improve attendance, intrinsic and extrinsic incentives, monitoring of the attendance in the classroom, and monthly rewards for improved attendance.	Instruction	All	Teachers, students, administrators	On-going	Quarter 1	Behind	Purchase poster boards to help with attendance plans and identify rewards to be raffled.
Afterschool program with open gym will be designed and implemented for students with perfect attendance.	After School/ Extended Day	Other student group	Afterschool Allstars coordinators	Quarter 2	Quarter 4	On-Track	Grant to fund Afterschool All-starts







### Strategic Priority 4

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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

### Strategic Priority 5

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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