



2012-2014 Continuous Improvement Work Plan

New Field Elementary School

Ravenswood-Ridge Elementary Network

1707 W Morse Ave Chicago, IL 60626

ISBE ID: 150162990252930

School ID: 610284

Oracle ID: 22071



Mission Statement

We challenge our students to achieve their highest potential.

We teach our students to communicate their learning in a variety of ways.

We commit to being respectful, responsible and collaborative.

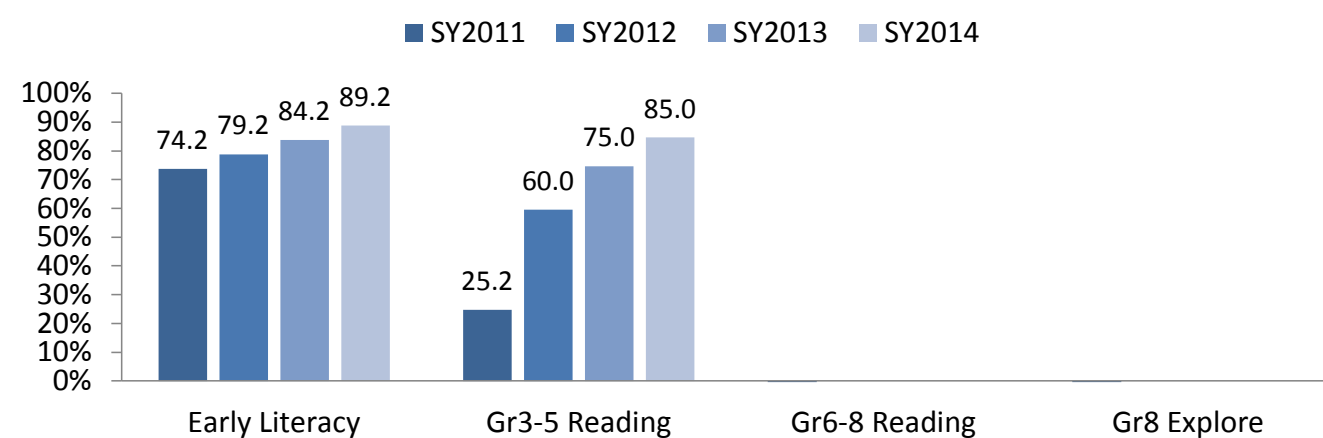
We develop independent, lifelong learners and socially responsible citizens.

Strategic Priorities

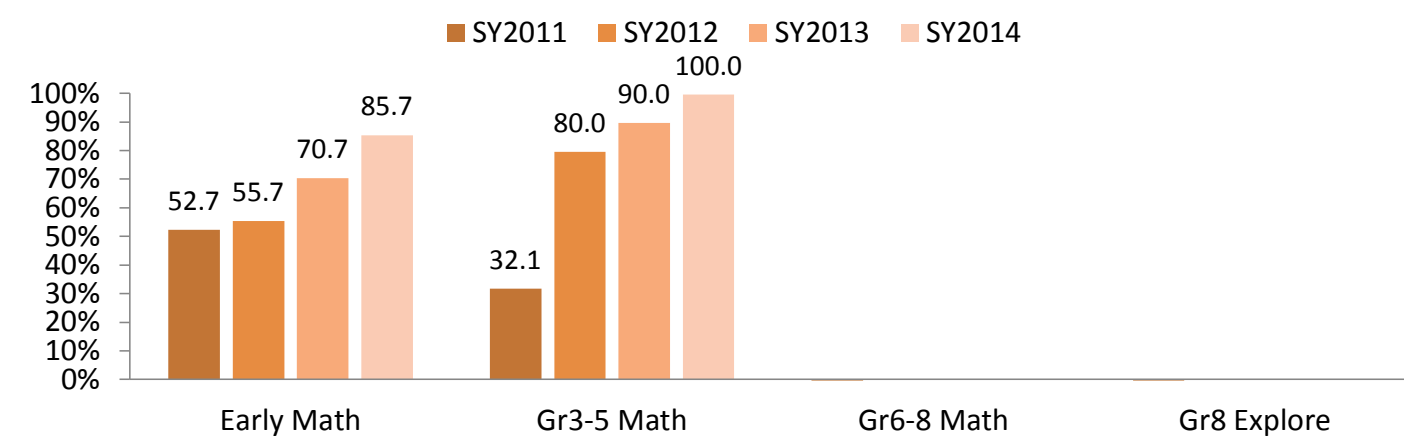
1. Staff, students and parents effectively use the Positive Behavior Interventions and Supports (PBIS) as part of a whole school positive behavior support model.
2. Teachers provide Common Core writing instruction supported by the Writers' Workshop model.
3. Teachers increase the level of rigor in instruction and assessment using Bloom's taxonomy as a guide.
4. Teachers create opportunities for students to learn using a variety of modalities.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan

2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	New Field 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
Susan Kilbane	Principal
Syed Ahmed	Assistant Principal
Daniel Dusel	LSC Member
Cody McLaurine	Classroom Teacher
Cathleen Andes	Lead/ Resource Teacher
Scott Bowens	Classroom Teacher
Leigh White	Classroom Teacher
Patricia Paz	ELL Teacher
Gabriela Coronel	ELL Teacher
Ryan Jagutis	Lead/ Resource Teacher
Lauren Kim	ELL Teacher
Marta Regalado	Lead/ Resource Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade							SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	74.2	79.2	84.2	89.2			Early Math % of students at Benchmark on mClass	52.7	55.7	70.7	85.7
3rd - 5th Grade											
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	25.2	60.0	75.0	85.0			Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	32.1	80.0	90.0	100.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	40.4	55.4	70.4	85.4			Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.9	93.0	100.0	100.0
6th - 8th Grade											
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA						Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA						Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA			
8th Grade											
Explore - Reading % of students at college readiness benchmark	NDA						Explore - Math % of students at college readiness benchmark	NDA			



Elementary Goal Setting

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.2	96.3	96.3	96.4		Misconducts Rate of Misconducts (any) per 100	3.1	3.0	3.0	1.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	61.3	69.3	77.3	85.3		ISAT - Reading % of students exceeding state standards	10.9	21.2	31.4	41.9
ISAT - Mathematics % of students meeting or exceeding state standards	76.8	84.8	92.8	100.0		ISAT - Mathematics % of students exceeding state standards	23.2	33.2	43.2	53.2
ISAT - Science % of students meeting or exceeding state standards	NDA					ISAT - Science % of students exceeding state standards	NDA			

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.**

DIMENSION 1: Leadership	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>*We use Dibels, Idel, TRC, Mclass Math, and Scantron benchmarks at the beginning, middle and end of the year to measure student achievement in reading and math. Progress monitoring weekly for intensive students and bi-monthly for strategic students provides data to drive curriculum needs. *Theory of action: Transference of writing habits learned in Writers' Workshop to all content areas. Students writing achievement connects to reading comprehension.</p> <p>*Teachers, principal and assistant principal analyze student writing monthly, rotating between science, math and social studies writing in order to assess our theory of action. Teachers score student</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>*Teachers write two SMART goals for the school year. Teachers meet with principal or assistant principal to discuss goals and provide support. This process will be strengthened by quarterly review of goals and an update of the plan to achieve goals.</p> <p>*Principal and assistant principal collaborate with each teacher to write three action items for the teacher to work on based on the observation. Action items from the first observation are reviewed prior to the second formal observation.</p> <p>*Principal and assistant principal facilitate one grade level meeting per week with the focus of analyzing student writing, developing strategies to support writing development, sharing best practices and planning curriculum based on student needs.</p> <p>*Teachers meet monthly to plan reading, science, social studies and math curriculum.</p> <p>*Principal presented School Progress Report at LSC meeting and during report card pick up meeting.</p> <p>*Headstart teacher team meets weekly to plan curriculum.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead -Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>*Every teacher in the school is a member of a committee group, whose purpose is to act on goals set for the school for a particular subject area.</p> <p>*Our Bilingual Coordinator/Parent Liaison works closely to ensure that parents' needs are met and that all are actively engaged in meeting the school goals.</p> <p>*Teachers are given time to attend PD outside of the school based on school and teacher needs. Teachers share best practices with all during staff development days, grade level meetings, and common prep times.</p> <p>*All teachers participate in monthly instructional rounds to learn about the practices of other teachers. Teacher observers give feedback to all on celebrations and areas for growth.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none">• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.• The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.• ILT engages in changes to practice in response to voiced concerns.• ILT analyzes student test data if new data is available.	<ul style="list-style-type: none">• The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.• The ILT leads the work of improving teaching and learning school-wide• The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching.• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus.• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly	<ul style="list-style-type: none">*Our ILT represents each grade level, along with our BLT, our ESL coordinator and our counselor.*The ILT is leading the development of our Writers' Workshop professional development based on a needs assessment survey completed by teachers.*Our ILT connected Common Core Standards to our Writing curriculum*The ILT is in the process of planning the school's approach to professional development.*Teachers have been surveyed about implementation of Writer's Workshop. ILT is using this information to plan PD and support for teachers.	
Monitoring and adjusting ----->			2
<ul style="list-style-type: none">• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	<ul style="list-style-type: none">• The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	<ul style="list-style-type: none">*Student writing in the content areas is assessed once per month at our grade level meeting in order to evaluate progress and plan for the upcoming month. Teachers created a writing rubric in August of 2011 to assess focus, process, purpose and conventions. We evaluate the monthly writing pieces for FOCUS. We assess conventions during the second semester in grades 2 and 3.	

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DIMENSION 2: Core Instruction

Typical School	Effective School	Evidence	Evaluation
Curriculum----->			3
<ul style="list-style-type: none">Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.Short- and long-term plans do not consistently differentiate by learner need.	<ul style="list-style-type: none">Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.Each grade level or course team develops/uses common units of instruction aligned to the standards.Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	<p>*Teachers planned yearlong curriculum during initial three professional development days. Lesson Plans include state standards. We are in the process of connecting Common Core standards to our writing curriculum.</p> <p>*Writing Workshop units of student, Every Day Math, and Harcourt are common units of study. Mentor texts available for writing mini-lessons and Every Day Math. Multiple copies of science trade books available for each grade level. Country study curriculum planning is developed by grade level teams. *The use of multiple intelligences for projects and assessments supports multiple ways of communicating learning.</p> <p>*All classrooms have ELL students. Teachers becoming certified in ESL.</p>	
Instructional materials----->			4
<ul style="list-style-type: none">Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.Instructional materials support a general curriculum with little differentiation for student learning need.	<ul style="list-style-type: none">Each grade level or course team has a set of instructional materials that are aligned with standards.Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	<p>*The instructional materials aligned to state standards at each grade level include Every Day Math, Lucy Calkins Units of Study for Writers' Worskhop, Harcourt, and Non-fiction science trade books. We are developing a larger collection of novel sets to support our 3rd grade language arts curriculum. </p>	

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none">• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.• Most assessments are designed to be identical for all students, without accommodation for learner need.	<ul style="list-style-type: none">• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	<p>*Beginning, Middle and End of Year data is available to analyze during grade level meetings. Writing assessment occurs once per month in grade level meetings. Math, science, and social studies writing are each assessed twice during the school year.</p> <p>*Dibels, Idel, TRC, MClass Math and Scantron for 3rd grade are assessments used to drive instruction.</p> <p>*We are in the process of aligning student work and performance tasks with the Common Core Standards and developing performance assessments for each. We use a common rubric for writing at each grade level which includes focus, process, purpose/audience, and conventions.</p> <p>*Special ed. assessments include: is used to assess English proficiency in Speaking, Listening, Reading and Writing in January.</p> <p>*Special education assessments include Read Naturally, Touch Math, and the Brigance Comprehensive Inventory of Baskic Skills.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> *The learning objective is listed. Writing rubric developed at each grade level to assess focus, process, purpose/audience, conventions. *Danielson observation tool includes higher order thinking component. Teachers reflect on this component during post-observation conferences. *Teachers use differentiated strategies to support all learning levels in their classroom. All classroom teachers attended three days of training on Applying Differentiation Strategies and they have the book as a resource in their classroom. *Teachers use a variety of assessment tools including checklists, reflection logs, timed math tests, writing samples, projects. *One content area student writing piece is assessed monthly at grade level meeting. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> *Response to Intervention (RTI) is used to assess students in need for academic and behavioral interventions. *Interventions include in-class, small group instruction, and one-on-one support. *Teacher assistants, our BLT, and our resource teachers provide daily 40 minute blocks to all kinder, first, second and third grade classrooms who do not have a student teacher or an in class special education assistant. 	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> *Our yearlong professional development plan focused on developing our writing curriculum and assessments, using Every Day Math, our new Positive Behavior Plan (PBIS), and our science curriculum with Shedd Aquarium. *Teachers collaborate in grade levels during professional development days. Curriculum planning occurs during pd days once a quarter and once per month after school. 	

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DIMENSION 3: I

Typical School	Effective School	Evidence	Evaluation
Grade-level and/or course teams ----->			3
<ul style="list-style-type: none">• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.• Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.• Ownership for student learning results lies primarily with individual teachers.• Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.• There are meeting agendas, but no clear protocols or norms for discussion.	<ul style="list-style-type: none">• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.• Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.• Teacher teams share ownership for results in student learning.• Teams are inclusive of general education, special education, bilingual teachers and other specialists.• Teams are supported by an ILT member, team leader, or “expert”, as appropriate.• Teachers have protocols or processes in place for team collaboration.	<ul style="list-style-type: none">*Teachers plan curriculum for six week cycles. Weekly lesson plans are used across the grade level.*Student writing is assessed in grade level meetings with principal and assistant principal monthly. Lessons are revised for upcoming month based on student needs.*Teachers receive expectations for collaboration for all meetings.*Grade level teams include bilingual, general education and special education teacher.	
Instructional coaching ----->			3
<ul style="list-style-type: none">• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.• Formal support for new teachers comes from district-sponsored induction.• Professional development decisions are not systematized and left to teacher initiative/discretion.• Teachers occasionally receive quality feedback to support individual growth.• Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.	<ul style="list-style-type: none">• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.• New teachers are provided with effective induction support.• Teachers have individual professional development plans tailored to their needs.• Teachers consistently receive quality feedback that supports their individual growth.• Peer coaching and cross classroom visitation is also used as a form of coaching.	<ul style="list-style-type: none">*Each teacher writes two SMART goals to begin the school year.*Teachers attend professional development outside of the school setting depending on their areas of need.*Grade level teams collaborate weekly to share strategies and develop curriculum.*Rounds are conducted so all teachers are able to observe four teachers and discuss trends and areas of need with Rounds group.	

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DIMENSION 4: Climate and Culture	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture ----->			
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	N/A	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>*School-wide expectations of being respectful, responsible and collaborative inform interactions between adults and students.</p> <p>*In addition to their required minutes in a general education classroom, all special education students are included with their grade level peers in all resource classes, all extended day opportunities, and all field trips.</p> <p>*Celebrating and respecting one another's similarities and differences is an expectation in every classroom.</p>	
	Behavior& Safety ----->			3
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>*Our school-wide approach to creating a calm, positive school culture is the Positive Behavior Intervention Support System (PBIS). All staff members receive training on PBIS. Staff establishes and maintains a safe, respectful environment.</p> <p>*Each teacher establishes rules and expectations within the classroom with the school-wide focus on being respectful, responsible and collaborative.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> *Principal presents school progress report to LSC and during first report card pick-up day meeting. Every parent receives a copy of the progress report. *In addition to quarterly report cards, teachers provide a progress report mid-way through each quarter. *Homework includes expectations. 1st-3rd grade students have agenda books to record information for homework. *Quarterly grade level expectations are sent to parents to assist them in supporting their child's development at home. *A school options meeting is held in December for 3rd grade parents interested in applying to schools outside of our neighborhood school. 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> *Teachers meet with parents before and after school along with emailing and calling to communicate areas of strength and areas of need. 	
	Bonding ----->			3
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> *Four Family nights including Math, Science, Literacy, and our International Celebration provide extended, fun learning experiences for the whole family. *Community grant provides student and parent academic, fine arts, and sports opportunities. Childcare is provided so parents are able to attend GED, ESL and all other parent classes. 	

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.**

6: College and Career Readiness Supports	Typical School	Effective School	Evidence	Evaluation
	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> *Headstart teachers conduct home visits. *We collaborate with neighborhood agencies including Heartland Alliance and Catholic Charities to support refugee families collaborate with us to provide services needed by the children and parents. 	
	College & Career Exploration and election ----->			
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	N/A	
	Academic Planning ----->			
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	N/A	
	Enrichment & Extracurricular Engagement ----->			4
	<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> *Extra-curricular activities include basketball, soccer, art, chess, drumming, dance, drama, movement, chess, academic support, and refugee student support. 	

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 ----->			
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	N/A	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> *A meeting is held in December for 3rd grade parents regarding options schools for 4th grade. Parents are supporting in the application process. *Field School principal hosts welcoming meeting for 3rd students and parents in April. *3rd students and teachers visit Field School in May to become familiar with the school that 80% of our 3rd students will attend. *3rd teachers meet in June with 4th teachers from Field School in order to share data regarding students who will be transitioning to 	

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.**

DIMENSION 7: Resource Alignment

Typical School	Effective School	Evidence	Evaluation
Use of Discretionary Resources ----->			3
<ul style="list-style-type: none">• School discretionary funding is inconsistently aligned to identified needs and priorities.• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.• Funding of non-priority initiatives is common throughout the year.	<ul style="list-style-type: none">• School allocates discretionary spending to align with identified needs and strategic priorities.• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	<ul style="list-style-type: none">*Five teachers are purchased with discretionary funds in order to reduce class size.*One teacher assistant is purchased to provide literacy support and LRE accommodations.*Community partnerships include: Marilyn Price Puppets for kindergarten, Ravinia for K-3rd, Lifeline Theatre for 2nd, and our 3rd Chicago Children's Choir are all funded by donors or grants from the organizations bringing the artists. The Old Town School of Folk Music serves all 3rd graders for two 8 week residencies during the year at a total cost of \$300. <div>*Our</div>	
Building a Team ----->			3
<ul style="list-style-type: none">• Hiring is conducted after a vacancy or expected vacancy is identified.• All or nearly all applicants have little to no prior connection to the school.• Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.• Grade/course teams are not intentionally designed.	<ul style="list-style-type: none">• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.• School actively works to build a pool of potential staff members through internships and part-time work.• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.• Grade/course teams are assembled to include the needed combination of knowledge and expertise.	<ul style="list-style-type: none">*The University of Illinois at Chicago and Erikson Institute send graduate students for student teaching; these student teachers become part of our pool of candidates for teaching positions.*Our multistep hiring process includes written questions, an initial interview with the principal and assistant principal and a demonstration lesson to a grade/course teams to assess the candidate's expertise, philosophy and commitment. <div>*A</div> <p>vertical team of teachers make up each committe which include: ILT, Language Arts, Math, Science, Technology, and Language Arts.</p>	
Use of Time ----->			3
<ul style="list-style-type: none">• School schedule is designed based on number of minutes per subject or course.• Teacher collaboration time is limited or occurs only before/after school.• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	<ul style="list-style-type: none">• School designs a “right fit” schedule based on student needs and school-wide growth goals.• The school schedule allows for regular, meaningful collaboration in teacher teams.• Struggling students receive structured intervention in dedicated blocks.	<ul style="list-style-type: none">*Our school-wide schedule provides five common prep times each week for teachers at each grade level. Teachers meet for grade level meetings once per week with the principal and they regularly share curriculum and planning strategies during their other four preparation periods. <div>*Our teacher</div> <p>assistant, BLT, and resource teacher team provide 40 minutes daily to support interventions in 12 classrooms.</p> <p>*Parent mentors provide support for struggling students in 7 classrooms.</p>	



Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

We challenge our students to achieve their highest potential.
We teach our students to communicate their learning in a variety of ways.
We commit to being respectful, responsible and collaborative.
We develop independent, lifelong learners and socially responsible citizens.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Staff, students and parents effectively use the Positive Behavior Interventions and Supports (PBIS) as part of a whole school positive behavior support model.	Based on teacher and parent feedback, we needed a school-wide behavior plan. Student behavior protocols were keeping referred students out of the classroom for extended periods.
2	Teachers provide Common Core writing instruction supported by the Writers' Workshop model.	Over 80% of the students did not meet grade level standards as indicated by reading and math extended response scores. Content area writing is in the process of being developed as indicated by observations and student artifacts.
3	Teachers increase the level of rigor in instruction and assessment using Bloom's taxonomy as a guide.	59.4% of all 3rd grade students met or exceeded the benchmark in Reading. 77.2 % of students met or exceeded the benchmark in Math.
4	Teachers create opportunities for students to learn using a variety of modalities.	Based on EOY 2010-2011 with K-2nd, 71% of students scored at Benchmark. 3rd grade took TRC for first time. 20% of 3rd graders scored at benchmark on BOY 2011-2012.
5		



Strategic Priority 1

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

Strategic Priority Description	Rationale
Staff, students and parents effectively use the Positive Behavior Interventions and Supports (PBIS) as part of a whole school positive behavior support model.	Based on teacher and parent feedback, we needed a school-wide behavior plan. Student behavior protocols were keeping referred students out of the classroom for extended periods.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing PBIS cool tools and, tiers 1 -3 supports delivered by the PBIS team leaders during PD days.	Instruction	All	PBIS team	Quarter 1			
Bi-monthly observations of school-wide PBIS implementation conducted by principal, AP and PBIS team.	Other	All	Principal, Asst. Principal, PBIS team	Quarter 1			
Monthly observations of classroom PBIS implementation conducted by principal, AP and PBIS team.	Instruction	All	Principal, Asst. Principal, PBIS team	Quarter 1			
Cool tool taught throughout the month in each classroom; 10 cool tool units will be delivered.	Instruction	All	Teachers	Quarter 1			
Student behavior data collected by teachers and analyzed and shared by PBIS team quarterly.	ILT/ Teacher Teams	All	Principal, Asst. Principal, PBIS team	Quarter 1			
A student leadership group will be organized by the end of the first quarter of SY 2012 to help decide consequences and educational opportunities for misconduct.	Other	All	PBIS team	Quarter 1			
PBIS Team promotes school-wide celebrations, expectations, and tips to support positive behavior at September BAC and PAC meetings.	ILT/ Teacher Teams	All	Principal, Asst. Principal, PBIS team	Quarter 1			
One class per grade level receives class award based on positive behavior star system every month.	Other	All	PBIS team	Quarter 1			
All parents receive a copy of our school-wide expectations for respect, responsibility and collaboration in September.	Parental Involvement	All	Principal	Quarter 1			
Reinforce Respect, Responsibility, and Collaboration at monthly NCLB and BAC meetings.	Parental Involvement	All	BLT, Principal	Quarter 1			



Strategic Priority 1

Add Respect, Repsonsibility and Collaboration to School Letterhead, agendas, calendars and newsletters.	Parental Involvement	All	Principal, Clerk	Quarter 1			
Parent mentors lead parent patrol each morning by modeling respect, responsibility and collaboration.	Parental Involvement	All	Community Grant Coordinator	Quarter 1			
Teachers and students include respect, responsibility and collaboration in their individual classrooms to nurture a positive learning climate.	Instruction	All	Teachers and Students	Quarter 1			
All parent community grant classes will model respect, responsibility and collaboration.	Parental Involvement	All	Parents and Community grant teachers	Quarter 1			
All staff, parents and visitors to the school model respect, responsibility and collaboration.	Parental Involvement	All	Parents, staff, principal	Quarter 1			
The foundation of all student community grant classes is respect, responsibility and collaboration.	Instruction	All	Community grant teachers	Quarter 1			



Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers provide Common Core writing instruction supported by the Writers' Workshop model.	Over 80% of the students did not meet grade level standards as indicated by reading and math extended response scores. Content area writing is in the process of being developed as indicated by observations and student artifacts.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Peer observations of Writers' Workshop conducted quarterly.	Professional Development	All	Classroom Teachers	Quarter 1			
Professional Development facilitated by teacher leaders in grade level meetings once per month.	Professional Development	All	ILT	Quarter 1			
Writing celebrations and student peer reflections at the end of every unit.	Instruction	All	Classroom teachers	Quarter 1			
Teachers, principal, and assistant principal analyze content area writing monthly and make instructional adjustments.	Instruction	All	Classroom teachers	Quarter 1			
Focused observations on Writers' Workshop routines conducted monthly by principal and AP.	Instruction	All	Principal, Asst. Principal	Quarter 1			
Common Core included in lesson plans weekly.	Instruction	All	Teachers	Quarter 1			
ILT develops plan to use our resources to support students at tiers 2 and 3 by September SY 2012.	ILT/ Teacher Teams	All	ILT	Quarter 1			
Professional Development of best practices for ELL students in August.	Professional Development	English Language Learners	BLT and BIL/ESL teachers	Quarter 1			
Provide teachers with a list of ESL endorsement programs in September.	Other	Not Applicable	All teachers	Summer 2012			
ILT offers monthly professional development in Writer's Workshop for new teachers; pd will be open to all teachers.	Professional Development	Not Applicable	Principal, Asst. Principal	Quarter 1			
3rd grade teachers facilitate PD in math extended response during second quarter.	Professional Development	All	3rd grade team, Principal, Asst. Principal	Quarter 2			
Teachers using best practices in Writers' Workshop videotaped; grade level teams view videotapes and discuss quarterly.	Professional Development	All	Assistant Principal	Quarter 1			



Strategic Priority 2

3rd grade teachers facilitate PD in reading extended response during first quarter.	Professional Development	All	3rd grade team, Principal, Asst. Principal	Quarter 1			
Evidence of robust vocabulary in content area writing analyzed monthly in grade level meetings.	Instruction	All	Teachers	Quarter 1			
Flip chart created with list of strategies to facilitate speaking, listening, reading and writing with ELL students..	ILT/ Teacher Teams	All	ESL teacher, BLT	Quarter 1			
Writers' Workshop modeled in parent academic class through the Community Grant fund.	Parental Involvement	All	Community Grant Coordinator	Quarter 1			
Teacher teams participate in network sponsored common core writing training.	Professional Development	All	Teachers	Quarter 1			
Every classroom teacher will teach 45 minutes of Writers' Workshop each day.	Instruction	All	Teachers	Quarter 1			
Consumable materials necessary for Writer's Workshop purchased by August.	Instruction	All	Teachers	Quarter 1			



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
Teachers increase the level of rigor in instruction and assessment using Bloom's taxonomy as a guide.	59.4% of all 3rd grade students met or exceeded the benchmark in Reading. 77.2 % of students met or exceeded the benchmark in Math.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Students are participating in activities that travel along Bloom's taxonomy to applying, analyzing, evaluating and/or creating every week, as evidenced in the lesson plans.	Instruction	All	Teachers	Quarter 1			
Focused observations on rigor using Bloom's taxonomy conducted monthly by principal and AP.	Instruction	All	Principal, Asst. Principal	Quarter 1			
Teachers reflect on lessons during weekly grade level meetings and develop next steps in teaching.	Instruction	All	Teachers	Quarter 1			
Student presentations are done quarterly, which are represented orally, in writing, and a third modality (student choice - artistic, kinesthetic, etc.).	Instruction	All	Teachers	Quarter 1			
Quarterly student presentations are assessed using a rubric and entered into Gradebook.	Instruction	All	Teachers	Quarter 1			
Newsletter sent out every month that will highlight key events and activities that show rigor. It will also give tips on what parents can do to support rigor.	Parental Involvement	All	Principal & Asst. Principal	Quarter 1			
Website upgraded by October of SY 2012 to highlight key events and activities that show rigor. It will also give tips on what parents can do to support rigor.	Instructional Materials	All	Technology Coordinator	Quarter 1			
Each content area unit includes an essential question.	Instruction	All	Teachers	Quarter 1			
Common Core standards included in lesson plans for reading instruction.	Instruction	All	Teachers, Principal, Asst. principal	Quarter 1			
Teachers share projects & categorize according to Bloom's Taxonomy.	Professional Development	All	Teachers	Quarter 1			



Strategic Priority 3

Teachers use project based rubrics that coordinate to the Common Core standards.	Instruction	All	Teachers	Quarter 1			
Parent mentors trained in Bloom's Taxonomy in September.	Parental Involvement	All	Principal, BLT	Quarter 1			
Parents invited quarterly for students' presentation of new learning.	Parental Involvement	All	Teachers	Quarter 1			
1st-3rd year teachers paired with a mentor teacher to collaborate regarding instruction and assessment.	Professional Development	All	Principal, Teachers	Quarter 1			
Use school-wide lesson plan template to include higher level questions, vocabulary and assessment; teachers will receive PD on lesson plan template in August.	Instruction	All	Principal, Asst.Principal, ILT	Quarter 1			
ESL and GED classes for parents support student development at home.	Parental Involvement	All	Community Grant Coordinator	Quarter 1			
Purchase 5.5 teachers to reduce class size.	Instruction	All	Principal	Quarter 1			
Purchase substitutes for professional development which include internal rounds, observations, and conferences and for assessment. - \$30,300	Professional Development	All	Principal	Quarter 1			
Textbooks for instruction - \$50,000	Instruction	All	Principal, BLT	Quarter 1			
Supplies for literacy.	Instructional Materials	All	Principal, BLT, Asst. Principal	Quarter 1			
Professional books purchased for each teacher to learn, reflect, and apply best practices in raising the level of instructional rigor.	Professional Development	All	Principal, Asst. Principal	Quarter 1			
Furniture purchased to support new classroom in order to reduce class size.	Other	All	Principal, Engineer	Quarter 1			



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
Teachers create opportunities for students to learn using a variety of modalities.	Based on EOY 2010-2011 with K-2nd, 71% of students scored at Benchmark. 3rd grade took TRC for first time. 20% of 3rd graders scored at benchmark on BOY 2011-2012.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Yearlong Country Study presentations in December and June.	Instruction	All	Teachers	On-going			
Students produce weekly reflections regarding residency experience with artists from Ravinia, Lifeline, & the Old Town School of Folk Music.	Instruction	All	Teachers	Quarter 1			
Students participate in 45 minute daily enrichment block.	Instruction	All	All Staff	Quarter 1			
Resource teachers integrate country study into curriculum every quarter.	ILT/ Teacher Teams	All	Resource teachers	Quarter 1			
Students present new learning connected to Hispanic Heritage in October. Parents will be invited.	Instruction	All	Teachers	Quarter 1			
Students present new learning connected to Black History in February. Parents will be invited	Instruction	All	Teachers	Quarter 3			
Students participate in a minimum of five field trips per year connected to the curriculum.	Instruction	All	Teachers	Quarter 1			
Grade level planning with artists at the beginning of each residency.	ILT/ Teacher Teams	All	Principal, Teachers	Quarter 1			
Weekly communication between artist and teacher regarding objectives and procedures.	ILT/ Teacher Teams	All	Teachers	Quarter 1			
Teachers provide opportunities for student choice in learning activities (ie, choice boards to address artistic, kinesthetic, etc.)	Instruction	All	Teachers	Quarter 1			
Teachers use a variety of strategies to introduce all robust vocabulary.	Instruction	All	Teachers	Quarter 1			
Teachers guide parent mentors to support student learning daily.	Parental Involvement	All	Teachers	Quarter 1			
Parents invited to quarterly student presentations of new learning.	Parental Involvement	All	Teachers	Quarter 1			



Strategic Priority 4

Students represent new learning using a variety of modalities at the culmination of the unit.	Other	All	Teachers	Quarter 1			
Parent and student community grant classes will provide multiple modalities for learning art, computer, drumming, etc.	Parental Involvement	All	Teachers, Community Grant Coordinator	Quarter 1			
Teacher train parent mentors work one-on-one and in small group to support learners who struggle with reading.	Parental Involvement	All	Teachers	Quarter 1			
Family nights include Math/Literacy, Science, Day of the Child and International Fest.	Parental Involvement	All	Principal, Teachers	Quarter 1			
Agenda books for all 1st-3rd students to develop organization and responsibility.	Instruction	All	Teachers	Quarter 1			
Teachers use kinesthetic and visual strategies to introduce all robust vocabulary.	Instruction	All	Teachers	Quarter 1			
Book Fair in April to provide quality literacy materials to families.	Parental Involvement	All	Librarian	Quarter 3			
Physical movement included in classroom routines throughout the day.	Instruction	All	Teachers	Quarter 1			
Funds to pay for field trips - \$23,500	Instruction	All	Principal, Teachers	Quarter 1			
5 laptops for each classroom leased to support learning via visual, auditory and kinesthetic modalities	Equipment/Technology	All	Technology Coordinator	Quarter 1			
Substitutes for testing - \$24,300	Instruction	All	Principal, Teachers	Quarter 1			
FOSS materials upgraded to support hands-on inquiry-based learning.	Instructional Materials	All	Science Coordinator	Quarter 1			

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

[illegible]