Ashburn Community Elementary School

Midway Elementary Network

8300 S Saint Louis Ave Chicago, IL 60652

ISBE ID: 150162990252922
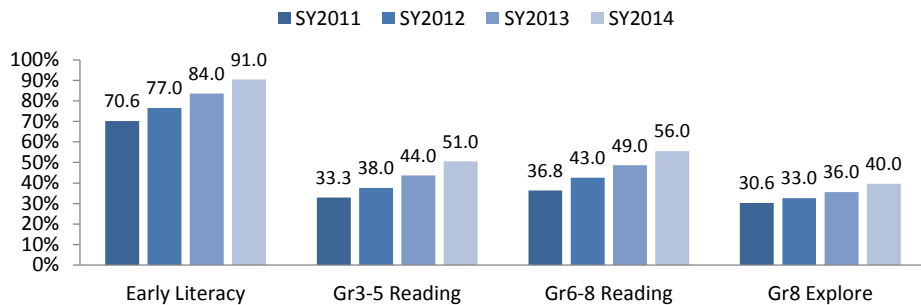
School ID: 610287

Oracle ID: 32081

Mission Statement

Ashburn will engender and support an atmosphere of family and community engagement, where students, including special needs and limited English profiency, are immersed in a rigorous educational program. Our learning community will honor this committment by promoting the arts, technology and health awareness to maximum their potential to become scholars and productive , critical thinkers and will utlimately lead to closing the achievement gap between all learners.
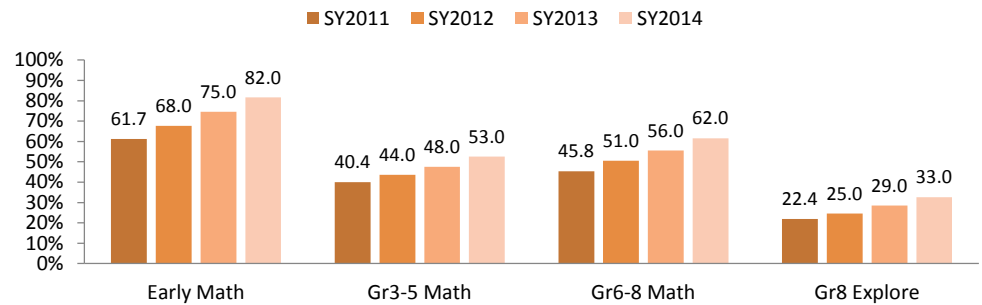
Strategic Priorities

1. Provide a differentiated, rigorous balanced literacy program, inclusive of technology, that will ensure that all students,including ELL, Sped & gifted, continuously reach career and college readiness standards throughout their academic career.

2. Provide a differentiated, rigorous Math/Science program, inclusive of technology, algebra & biology, that will ensure that all students, including ELL, Sped & gifted, continuously reach career and college readiness standards throughout their academic career.

3. Maintain and Improve parental satisfaction and parental involvement in student learning; while ensuring that all stakeholder relationships cultivate and celebrate the diverse cultural, emotional, social and physical identities and differences of each individual student.

4. Promote health and wellness initiatives, including a school wellness team and promoting staff and student wellness that focuses on nutrition and fitness.

School Performance Goals

Literacy Performance Goals

Legend: ■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	70.6	77.0	84.0	91.0
Gr3-5 Reading	33.3	38.0	44.0	51.0
Gr6-8 Reading	36.8	43.0	49.0	56.0
Gr8 Explore	30.6	33.0	36.0	40.0

Math Performance Goals

Legend: ■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	61.7	68.0	75.0	82.0
Gr3-5 Math	40.4	44.0	48.0	53.0
Gr6-8 Math	45.8	51.0	56.0	62.0
Gr8 Explore	22.4	25.0	29.0	33.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

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:	Ashburn Community 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
Jewel A Diaz	Principal
Sheryl Carson	Lead/ Resource Teacher
Mario Weston	Lead/ Resource Teacher
Loretta Coleman	Assistant Principal
Kimela Freeman	Assessment/Data Faculty
Kara Cvik	Special Education Faculty
Bettye Smith	Special Education Faculty
Guillermo Tejeda	ELL Teacher
Suzanne Drake	Classroom Teacher
Dacia Dixon	Classroom Teacher
Don Carson	LSC Member
Megan McKay	Classroom Teacher

CIWP

2012-2014 Continuous Improvement Work Plan

Ashburn Community Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	70.6	77.0	84.0	91.0	**Early Math** % of students at Benchmark on mClass	61.7	68.0	75.0	82.0
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.3	38.0	44.0	51.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	40.4	44.0	48.0	53.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.5	61.0	67.0	74.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	56.2	62.0	68.0	76.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	36.8	43.0	49.0	56.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	45.8	51.0	56.0	62.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	45.5	51.0	56.0	62.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	69.9	76.0	83.0	91.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	30.6	33.0	36.0	40.0	**Explore - Math** % of students at college readiness benchmark	22.4	25.0	29.0	33.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.5	97.5	98.5		**Misconducts** Rate of Misconducts (any) per 100	28.5	22.0	18.0	14.0

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	66.8	74.0	81.0	89.0		**ISAT - Reading** % of students exceeding state standards	9.5	18.0	36.0	54.0
ISAT - Mathematics % of students meeting or exceeding state standards	77.5	84.0	92.0	95.0		**ISAT - Mathematics** % of students exceeding state standards	15.1	30.0	45.0	68.0
ISAT - Science % of students meeting or exceeding state standards	76.6	83.0	91.0	95.0		**ISAT - Science** % of students exceeding state standards	11.7	22.0	33.0	50.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	--->		**3**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Ashburn has committed itself to having a 10-15% increase in Reading, Math in the percent of students that are at grade level by increasing the overall teachers knowledge through data analysis, mandatory planning time and collaboration. We will also have organized professional development that , have freed Literacy and Math/Science leads who provide coaching and modeling, individual data analysis and conferencing and a school-wide response to intervention program, offer a variety of before/after school programs that target specific students, mandatory bi weekly planning meeting and grade level meetings making the transition from ILS to CCSS.	
	Principal Leadership	--->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The principal osbserves instruction utilizing the CCSS aligned Charlotte Danielson framework in order to ensure that pre and post conference discussions lead to to quality instruction. Principal includes a variety of teachers leaders ILT and utilizes in house teachers for professional development. The principal ensures that each teacher adheres to best practices and standards based instruction through implementation of monthly strategies and bi weekly student centered, data focused meetings. Principal ensures instruction is of a high caliber. Information is dissmeninated through a variety of avenues including meetings, phone system, Thursday folders, surveys, school performance data, etc. to ensure all stakeholders are aware of goals and expectations for learning and learners. Our system of support includes high school fairs, field trips, emphasis on selective enrollment and high caliber parachoial high school admission.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**4**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	Various committees have been formed that are composed of teachers, paraprofessionals and leads to lead curriculuar alignment efforts. Opportunities for teachers to reflect upon their instructional decisions during common planning or one-on-one conversations using curriculum checklist, IAF, ILS and CCSS. Opportunites are available for teachers to analyze the results of assessments and to use this data to guide and modify their instruction. Teachers are mandated to apply for a variety of grants that will help improve the overall school climate. All middle school teachers are required to have middle school endorsements and several have achieved NBCT status.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	A variety of teachers, para's and administrators are members of our ILT team, giving insight on multiple needs of the school. Members of the ILT are core leaders providing extensive support in technology and professional development. Our ILT meets monthly and reports to staff regarding outcomes of meetings and next steps of school wide focus. ILT engages in regular reflection and student data analysis. Our meetings involve "performance management" style debriefings and develops action plans for next steps in areas that need strengthening (i.e technology, special education, ELL, etc.) . We monitor our academic progress and assess quantitatively and qualitatively. One of our main professional development focus is in the area of student data analysis and RTI. There is an increased emphasis on differentiation of instruction to continue to meet the unique needs of all students.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Data, from the district and school level, is analyzed based upon the Theory of Action, with a focus upon 5% growth in both Reading and Math. We begin with the ILT analyzing the data as soon as it becomes available. Data is then disseminated to teachers through a process of "deep dive". Teachers then begin the analysis process. From there, the teachers take the data back to the classroom, informing the student to ensure accountability and then begin the process of reteaching. In addition, RTI is implemented based upon the data.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	--->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Ashburn has summer leadership team planning meetings, utilizing the expertise of all members, to plan out year long goals. Teachers align their lesson plans to the ILS, CCSS and IAA. Our biology, algebra and pre-algebra textbooks are aligned to the CCSS-recommended levels. All other materials are not; however teachers do pull supplemental materials in order to ensure students have access to higher level work. We work hard to ensure that our teachers are equipped with the appropriate materials to address various student learning styles. From there, we set clear measurable goals that specifically target our meets and exceeds students. Goals include a 5%increase in all areas. and closing the achievement gap for our sped students and ell students by 5%. We also decided to ensure that we would increase our exceeds students by 5% by offering accelerated coursework such as Algebra, Biology and a Comprehensive Gifted Program.	
	Instructional materials	--->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Ashburn was a part of the SCRMA program for several years so our Kdg-5th grade literacy materials are from this program and are not aligned to CCSS. Math instructional material is not aligned with the exception of 7th/8th grade which has algebra, pre-algebra. Math materials do include an RTI piece. Science is college and career ready, as we use FOSS and SEPUP. With the upcoming CCSS and accompanying PARCC assessment, we will need to purchase additional informational texts. We are also in need of additional materials that address the levels and need of our ELL students.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	All teachers have data binders which include both formative and summative assessment data. These binders are required and updated continuously. A variety of assessments are employed quarterly to identify areas of needs. Screeners (Dib els, ACCESS), Diagnostic computer-adaptive assessments (E-path, Scantron, Compass Learning) and annual benchmark assesments (ISAT, Explore, Algebra Exit Exam), and teacher made formative assessments are aligned. Assessment models are built into IEP's and Individual learning plans when appropriate. IAA is used for our low incidence special education population.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Teachers utilize technology (smartboard, elmo, etc.) to begin their morning activities and bringing a sense of community to their classroom. Through the use of Bloom's Taxonmy, teachers use techniques that increase high level questionning. With the use of Ashburn's own Curriculum guide, CCSS and ILS standards. teachers sequence and align objectives. Teachers meet in teams in order to align content areas so that objectives are integrated. Scaffolding instruction is embededed into all lessons in order to ensure success for all stufents. By forming small groups, the teachers are able to give more on-on-one conferencing to help students, including ELL/SPED to digest complex text. Formative assessments, such as exit slips and 3-2-1 are used to monitor and gide durings during/after instruction. By using formative assessments, teachers continue to develop a lesson that will ensure that 80% of students are successful on the 1st summative assessment. Finally, we have	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Ashburn ensures each teacher has resources and support they need to teach their students with varying learning styles. Ashburn utilizes a variety of different computer adaptive models which adjust to learners performance level. We ensure that our special education students that are Tier 3 receive RTI once a week and Tier 1, 2 students receive it bi-weekly. RTI for general education students is built into the teachers one hour preparation period. Teachers dedicate 20 minutes of that hour daily for strategically selected students. Teachers are required to submit RTI documentation to our Lead RTI teacher once a month. Our middle school students who have been identified as reading 2 years or more below grade level are exposed to Read 180 taught by our AP. Students being serviced over the years have had significant gains in their lexile scores.	
Whole staff professional development	-->		**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	We implement a high quality professional development plan that focuses on meeting the needs of every Ashburn student, especially with regard to the inclusion of special education and ELL students into the general education classroom. Monitoring is done by ensuring teachers complete exit slips. We incorporate a long term plan that begins in the summer and continues throughout the year. Prof Dev. is held during scheduled PD days and during bi-weekly staff meetings in order to guide teachers on relevant issues concerning student learning and goals. Professional Dev focus areas are differentiation, Optimal Learning Model, Balanced Literacy, RTI and ensuring each teacher becomes a more reflective practioner.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		**4**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Ashburn teachers meet weekly for planning and analyzing data for instruction. One week is devoted to dialogue with lead teachers. The opposite week is for departmental/grade level collaboration. Progress monitoring of student data is done bi-weekly, during these sessions, teachers take ownership of student results and adjust what is not working. All meetings are inclusive of general education, special education and bilingual teachers. We utilize a formal grade level/department level meeting as well as general educ/special education collaboration logs are mandatory. Our primary department meets quarterly with experts from Wireless Generation to ensure data analysis is at the forefront. In addition, our primary department has the expertise of a consultant (Dr. Bridgeman) who works exclusively with teacher best practices at the primary level.	
	Instructional coaching	-->		**4**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Ashburn has two freed instructional coaches: one for Literacy and one for Math/Science who provide daily group and one-on-one coaching and modeling for all teachers. Lead teachers assist in best practice instruction and utilize the common planning discussion tool that ensures teachers bring artifacts for teaching and learning to each meeting. Lead teachers are assigned a mentor in who teaches is their same department and they are also mentored by administration and leads. Teachers receive feedback in both a formal and informal format. This feedback is based upon observations. There are some opportunities for teachers to observe their peers teaching within and outside of the school. Primary teachers are a part of a university research program that allows two expert Reading specalists to offer best practices strategies and tips and work directly with struggling students.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	**High expectations & College-going culture**	--->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Ashburn has prominately displayed college banners from colleges throughout the US. These are displayed in our Middle School. Ashburn has an annual College Day in which students research colleges they plan to attend and wear attire from that college. Faculty and staff wear the same attire. Ashburn has an annual high school fair. Ashburn has an annual career day. Ashburn has an active Student Council and Student Leadership Team. Ashburn has built a strong relationship with High Jump and St. Ignatius which allows our students to be exposed to high level programs which they might not normally have access to.	
	Relationships	--->		**4**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Ashburn's students have a variety of different adults in the building who advocate for them and mentor them on a regular basis. These mentors are in house (teachers, coaches, leads, administration) and out house (organizations such as Black Star, LSC members, etc.) Ashburn instituted a formal mentoring program two years ago, in which "high risk" students are paired with a teacher or staff member. This is a school wide program which has experienced great success. Ashburn's school climate is both respectful and positive. Ashburn utilizes the PBSI program Foundations which helps to instill positive behavior expectations. Our special education population is fully included in all school activities and programs, including sports, after/before school, assemblies, etc.	
	Behavior& Safety	--->		**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Ashburn has formally utilized the "Climate Binder" system for recording and tracking student behavior for the past five years with great success. The Dean holds quarterly climate meetings with students to review school wide rules/expectations. Suspensions have dramatically reduced as a result. Ashburn prides itself on having a supportive and warm school climate, providing a safe haven for its' students. This is evidenced by our high attendance rate of 95% or above each year.	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Expectations		-->	**3**
• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Ashburn's principal incorporates a variety of different strategies to increase the involvement of parents. The principal ensures dissemination of the school progress report, AYP report, and individual student data reports (Scantron, ISAT, Dibels, etc.). We host an annual Open House in September and ensure Report Card Pick-ups are well attended and meaningful for parents. Weekly Thursday folders, newsletters, website, and phone messaging are employed to ensure the lines of communication flow freely. High caliber students are recruited on a regular basis and our Comprehensive Gifted Program is an expanding program that helps to attract these students.	
Ongoing communication		-->	**3**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Ashburn ensures that each parent is exposed to and utilizes the parent portal so that they are aware of their child's progress at any time and can communicate effectively with their child's teacher. Ashburn disseminates the progress report and the report card as scheduled. Many of our primary teachers send home weekly progress reports. Teachers regularly make phone calls to parents to advise them of both behavioral and academic issues.	
Bonding		-->	**4**
• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Students are greeted each morning by their classroom teacher and adults who are stationed throughout the building. The principal ensures that each student and parent feels like they are a part of the school community and are encouraged to join the LSC, PTA, PAC, BAC or our in house parent volunteer program. Ashburn's lead teachers hold annual events such as family reading night, family math night, health day, Cinco de Mayo, Science Fair, History Fair, Multicultural Fair, etc. to ensure maximum student and family engagement. Other meetings such as 8th grade and targeted room meetings are held throughout the year.	

DIMENSION 5: Family and Community Engagement

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**4**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	We work diligently to connect students with their individual academic and social support. Ashburn has two STLS coordinators that provide outreach to our homeless families with clothing, transportation, etc. Our Case Manager, Social Worker and Counselor work collaboratively to provide resources to thoise in need. Ashburn has applied to become a part of Communities and	
College & Career Exploration and election	-->		**4**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Ashburn has an annual career day in which students research, dress and are exposed to a variety of different career opportunities. Ashburn holds an annual high school fair attended by neighborhood, parochial and selective enrollment schools.	
Academic Planning	-->		**4**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Ashburn ensures the students are exposed to pre-algebra, algebra and biology classes. The knowledge gained in these courses ensure our students are marketable for college and are ready and able to take AP and Honors classes in high school.	
Enrichment & Extracurricular Engagement	-->		**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Ashburn ensures that students are exposed to various opportunities (i.e. St. Ignatius, High Jump, Lindbloom H.S. 4H Program, LEGO Robotics, UofI Extension Program, UofI Principal's Scholars, Traveling Zoo, Columbia College , etc.) to ensure that each student's individual	

N 6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	**College & Career Assessments**	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Ashburn ensures that each 8th grade student is enrolled in an Explore Assessment student preparation program.	
	College & Career Admissions and Affordability	-->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Not applicable (elementary school)	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Ashburn's pre-school and kindergarten teacher collaborate on a regular basis (during vertical planning) to ensure that the bridge between the two grades are seamless. Collaboration is on-going between teachers are all grade levels, especially at benchmark grades. Preschool students are enrolled each Summer in the Step Up to Kindergarten program. In addition, Summer Algebra preparation classes are held at Ashburn. We have each teacher "teach up" after ISAT testing.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources*** --->			**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	After discretionary funds have been allocated for for our salaried positions (teachers/staffz0, the other 50% of our budget is equally divided amongst the SIPAAA priorities, i.e. Reading, Math, Science, Technology, etc. Ashburn has been the recepient of a variety of grants (i.e. Crown Foundation, Anxieter, Oppenheimer, etc.) Each teacher is mandated to apply for grants. We also enjoy a partnership with several organizations such as Chicago Cares, Action For Healthy kids, WAY Program and Mindful Practices (Hip Hop Yoga classes).	
	Building a Team --->			**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Ashburn actively seeks out high caliber teacher candidates from a variety of sources (i.e. teacher job fairs, Human Resources referrals, placing vacancies in newspapers, etc.) Ashburn has hired several candidates that completed their student teaching at Ashburn or a neighboring school. Ashburn has an Interview team that utilizes a protocol for questioning. Final candiates are asked to come in and teach a sample lesson or are asked to teach a lesson to the interview team.	
	Use of Time --->			**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Ashburn school utilizes a block schedule model to ensure maximum time is used for student instruction and allows for teachers to teach units. Teachers collaborate each Tuesday during grade level and/or departmental meetings. Special educaton teachers collaborate each Tuesday and also meet with general education teachers during grade level meetings. RTI is built into the teacher's preparation period by setting aside twenty minutes of time each day to help struggling students.	

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

Ashburn will engender and support an atmosphere of family and community engagement, where students, including special needs and limited English profiency, are immersed in a rigorous educational program. Our learning community will honor this committment by promoting the arts, technology and health awareness to maximum their potential to become scholars and productive , critical thinkers and will ultimately lead to closing the achievement gap between all learners.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide a differentiated, rigorous balanced literacy program, inclusive of technology, that will ensure that all students,including ELL, Sped & gifted, continuously reach career and college readiness standards throughout their academic career.	Ashburn is committed to implementing a rigorous literacy curriculum because each student has different educational needs and learns differently, this priority is appropriate because most recent data (i.e. Scantron, ISAT, Dibels) shows that all groups are not progressing equally as we are currently 15% below our target.
2	Provide a differentiated, rigorous Math/Science program, inclusive of technology, algebra & biology, that will ensure that all students, including ELL, Sped & gifted, continuously reach career and college readiness standards throughout their academic career.	Our teaching must address our large spectrum of learners. We currently have a large percentage of students in meets, we will ensure that at least 50% of those students move to the exceeds category by implementing a rigorous CCSS math and science curriculum.
3	Maintain and Improve parental satisfaction and parental involvement in student learning; while ensuring that all stakeholder relationships cultivate and celebrate the diverse cultural, emotional, social and physical identities and differences of each individual student.	The family is the child's first teacher, therefore a strong, intimate bond between the school and family is essential for every student's success. We will need to increase our family connection by utilizing our school website and parent portal to gauge the level of family involvement. Our goal will be to have 90% of Ashburn's parents participate in 1 or more functions throughout the school year.
4	Promote health and wellness initiatives, including a school wellness team and promoting staff and student wellness that focuses on nutrition and fitness.	Ashburn is a Healthier US School Certified Silver Level School. We inspire to reach the "gold level" by next year. Through implementing a curriculum (WAY) that focuses on the physical, mental, emotional and social dimensions of health related to nutrition, we plan to decrease health related risk behaviors.
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
Provide a differentiated, rigorous balanced literacy program, inclusive of technology, that will ensure that all students,including ELL, Sped & gifted, continuously reach career and college readiness standards throughout their academic career.	Ashburn is committed to implementing a rigorous literacy curriculum because each student has different educational needs and learns differently, this priority is appropriate because most recent data (i.e. Scantron, ISAT, Dibels) shows that all groups are not progressing equally as we are currently 15% below our target.

Action Plan | | | | | | Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Survey kdg-8th Literacy material for alignment with CCSS	Instructional Materials	All	Lead Literacy Teacher	Summer 2012	Summer 2012		
Identify differentiated leveled readers and appropriate supplemental materials to accommodate RTI Tier 3 and CGP students	Instructional Materials	Other student group	Lead Literacy Teacher	Summer 2012	Summer 2012		
Use quarterly formative assessments to identify progress in fundamental language arts areas (i.e. scantron vocabulary knowledge, comprehension for fiction text, comprehension for non-fiction text)	Instruction	All	ELA teachers	On-going	On-going		
Progress monitor students to ensure components of literacy are addressed every 5 weeks for targeted population	Instruction	Other student group	ELA teachers	On-going	On-going		
SPEd providers, ELL support staff, identify areas of greatness needs for targeted students and develop individual learning plans.	ILT/ Teacher Teams	Students With Disabilities	SPEd/ELL teachers	On-going	On-going		
Idenify appropriate PD for Literacy/language arts for school wide implementation	Professional Development	All	Lead Literacy Teacher	Summer 2012	Summer 2012		
Create mini assessment benchmarks for teachers based on summative assessment calendars.	Other	All	Lead Literacy Teacher	Summer 2012	Summer 2012		
Implement RTI in grades Kdg-8th	Instruction	All	Lead Literacy Teacher/ELA teachers	On-going	On-going		
Provide after school support and tutoring for identified students	After School/ Extended Day	Other student group	Lead Literacy Teacher	On-going	On-going		

Strategic Priority 1

Use new reading materials and reading strategies for special education and ELL learners	Instructional Materials	Students With Disabilities	SPEd/ELL teachers	On-going	On-going		
Implement consistent and on-going guided reading	Instruction	All	ELA teachers	On-going	On-going		
Purchase online software, materials and resources for interventions, support and practice	Instructional Materials	All	Lead Literacy Teacher	Summer 2012	Summer 2012		
Use nonfiction material in Reading lessons	Instructional Materials	All	ELA teachers	On-going	On-going		
Integrate reading and vocabulary skills with Art, PE, Music and Library curriculum	Instruction	All	All	On-going	On-going		
GLM's will meet 4x a monthy to analyze data,progress monitor student work, set SMART goals and plan differentiated instruction to meet varying achievement level needs.	Professional Development	Not Applicable	Lead Literacy Teacher	On-going	On-going		
Grade levels will meet each quarter to score prompts and discuss progress of students and identify weaknesses for the purpose of informing/improving writing.	Instruction	Not Applicable	All	On-going	On-going		
Librarian will oversee writing process for grades 3rd-8th	Instruction	All	Librarian/LLT	On-going	On-going		
Purchase of full time art teacher	Staffing	Not Applicable	Adminstration	Summer 2012	Summer 2012		
Purchase of full time technology teacher	Staffing	Not Applicable	Adminstration	Summer 2012	Summer 2012		
Purchase of full time music teacher	Staffing	Not Applicable	Adminstration	Summer 2012	Summer 2012		
Purchase of full time P.E. teacher	Staffing	Not Applicable	Adminstration	Summer 2012	Summer 2012		

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
Provide a differentiated, rigorous Math/Science program, inclusive of technology, algebra & biology, that will ensure that all students, including ELL, Sped & gifted, continuously reach career and college readiness standards throughout their academic career.	Our teaching must address our large spectrum of learners. We currently have a large percentage of students in meets, we will ensure that at least 50% of those students move to the exceeds category by implementing a rigorous CCSS math and science curriculum.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Survey current materials in each classroom to identify whether it is aligned to the Common Core and to identify levels of the curriculum.	ILT/ Teacher Teams	All	LMT	Summer 2012	Summer 2012		
Primary teachers will progress monitor (EMA) to differentiate instruction	ILT/ Teacher Teams	All	Primary Teacher	On-going	On-going		
Survey each classroom for manipulatives and furniture tables for every content strand that will allow students to be grouped for differentiation.	Equipment/ Technology	All	Teacher/LMT	On-going	On-going		
Math teacher leaders collaborate with teachers to understand instructional shifts and build rigorous tasks aligned to the Bridge plan.	Instructional Materials	All	Teacher/LMT	On-going	On-going		
Stations are set up with leveled materialto allow independent learning for each student.	Instructional Materials	All	Teacher/LMT	On-going	On-going		
Conduct teacher observations in all kdg-8th classrooms, including ELL and Sped classrooms	Other	Not Applicable	Admin/LMT	On-going	On-going		
Invest in text material that is aligned to CCSS and invest in supplemental texts.	Instructional Materials	All	LMT	Summer 2012	Summer 2012		
Every classroom will have access to computerized math instruction that will be adaptive.	Equipment/ Technology	All	LMT/Tech Spec	On-going	On-going		
Math professional development for implementing rigorous CC instruction delivered by lead teacher will include Bridge Plan.	ILT/ Teacher Teams	Not Applicable	LMT	On-going	On-going		
Enrichment for math and science will be implemented through family math/science night	Other	All	Teacher/LMT	Quarter 4	Quarter 4		
All Math teachers explicitly incorporate Math Practices into instruction.	Instructional Materials	Other student group	LMT	Summer 2012	Summer 2012		

Strategic Priority 2

Invest, audit and purchase in Tier 3 and RTI materiall that will be aligned to Common Core	Instructional Materials	Other student group	LMT	On-going	On-going		
Conduct professional developing on using data from performance assessment to drive subseqent planning	Professional Development	Not Applicable	Teacher/LMT	On-going	On-going		
Teacher teams will meet during the summer for prof development around unit development and quarterly planning.	Professional Development	Not Applicable	Teacher/LMT	Summer 2012	Summer 2012		
Science materials will be audited to ensure they are aligned to CCSS and invest in texts	Instructional Materials	All	LMT	Summer 2012	Summer 2012		
Invest in science materials (i.e. FOSS and SEPUP) that will enhance the upper Tier 1 students; and supplement Tier 3 students' learning	Instructional Materials	All	LMT	On-going	On-going		
Collaborate with Network (Math ILS) to develop a professional dev calendar for SY13 by July	Instructional Materials	All	LMT	Summer 2012	Summer 2012		
Survey current algebra and biology materials for 8th grade department to determine if it is aligned to CCSS	Instructional Materials	Other student group	LMT	Summer 2012	Summer 2012		
Invest in algebra and biology text and supplemental materials.	Instructional Materials	Other student group	LMT	Summer 2012	Summer 2012		
Ensure resources are available to ensure teachers become endorsed in Algebra and Biology	Professional Development	Not Applicable	Admin/LMT	On-going	On-going		
Allow teachers to observe superior teachers in math and science content areas (on/off site)	Instruction	All	Admin/LMT	On-going	On-going		
Consistent and ongoing written evidence by students to support mathematical understanding and reasoning.	Instructional Materials	All	Teacher/LMT	On-going	On-going		
GLM's will be held to score prompts and discuss progress of students and to identify weaknesses in math for the purpose of informing/improving math.	Professional Development	Not Applicable	LMT	On-going	On-going		
Incorporate math and science related experiences through field trips, guest speakers and university collaborations.	Staffing	Not Applicable	Admin	Summer 2012	Summer 2012		
Conduct teacher observations in all kdg-8th classrooms, including ELL and Sped classrooms	Instruction	Not Applicable	Admin/LMT	On-going	On-going		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Maintain and Improve parental satisfaction and parental involvement in student learning; while ensuring that all stakeholder relationships cultivate and celebrate the diverse cultural, emotional, social and physical identities and differences of each individual student.	The family is the child's first teacher, therefore a strong, intimate bond between the school and family is essential for every student's success. We will need to increase our family connection by utilizing our school website and parent portal to gauge the level of family involvement. Our goal will be to have 90% of Ashburn's parents participate in 1 or more functions throughout the school year.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Celebrate Cinco de Mayo in May by involving diverse student groups and families through performances of dance, singing and food.	Parental Involvement	All	ELL support staff	Quarter 4	Quarter 4		
Celebrate Black History Month in February through performances of song, dance, poetry and drama.	Parental Involvement	All	LLT	Quarter 2	Quarter 3		
Celebrate Women's History Month in March by announcing women who have contributed to society as a whole.	Instruction	All	Librarian	Quarter 3	Quarter 3		
Collaborate with partnerships such as Action for Healthy Kids to promote health and fitness.	Parental Involvement	All	School Wellness Champion	Quarter 3	Quarter 3		
Hold an annual Cotillion where a variety of students participate and are judged on speech, ballroom dancing and poise.	Other	Other student group	Administration/Teachers	Quarter 2	Quarter 3		
Connect with Chicago Cares who provide teams of volunteers to help transform Ashburn and improve our learning environment.	Other	All	Administration/Teachers	On-going	On-going		
Hold a multicultural fair in which students learn about various culturals around the world.	Instruction	All	Social Science Teachers	Quarter 3	Quarter 4		
Hold an open house for Comprehensive Gifted Program Parents in October to orient them to the program.	Other	Other student group	CGP Coordinators	Quarter 1	Quarter 1		
Hold monthly Bilingual Advisory Council Meetings to ensure ELL parents are an integral part of the school.	Parental Involvement	English Language Learners	Lead Bilingual Teacher	On-going	On-going		
Hold monthly Local School Council meetings that ensure parents are an integral part of the school.	LSC/ PAC/ PTA	All	Adm/LSC	On-going	On-going		
Hold monthly NCLB/PAC meetings to involve parents in the decision making process	LSC/ PAC/ PTA	All	Adm/PAC	On-going	On-going		

Strategic Priority 3

Hold family math celebration day in which parents are included in their child's learning of math and science.	Parental Involvement	All	LMT	Quarter 3	Quarter 4		
Hold family literacy celebration day in which parents are included in their child's learning of literacy.	Parental Involvement	All	LLT	Quarter 3	Quarter 4		
Special needs students participate annually in Special Olympics and are joined by family members and sponsored by the community.	Other	Students With Disabilities	Social Science Teachers	Quarter 4	Quarter 4		
Connect again with Action for Healthy Kids in order to build an additional fitness center.	After School/ Extended Day	All	Administration	Summer 2012	Quarter 1		
Connect again with the WAY grant program to offer healthy curriculum for students in Kdg-5th.	Instruction	All	P. E. Teacher	Summer 2012	Summer 2012		
Hold annual Literacy Picnic at Hayes Park in which students participate in literacy related activities	After School/ Extended Day	All	Lead LiteracyTeacher	Quarter 4	On-going		
Collaborate with Mindful Practices/Hip Hop Yoga to provide afterschool dance classes to students and adults.	After School/ Extended Day	All	P.E. Teacher	Quarter 2	Quarter 3		
Continue partnership with Dr. Bridgeman/Northwestern University to access additional grant funding and build literacy consistency within our primary department.	Instruction	Other student group	Lead Literacy Teacher	Quarter 1	Quarter 4		

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
Promote health and wellness initiatives, including a school wellness team and promoting staff and student wellness that focuses on nutrition and fitness.	Ashburn is a Healthier US School Certified Silver Level School. We inspire to reach the "gold level" by next year. Through implementing a curriculum (WAY) that focuses on the physical, mental, emotional and social dimensions of health related to nutrition, we plan to decrease health related risk behaviors.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Designate a School Wellness Champion (i.e. PE Teacher is recommended)	Instruction	All	P.E. Teacher	Quarter 2	On-going		
Provide daily recess for at least 15 minutes (prior to lunch period).	Staffing	All	Administration	Quarter 1	On-going		
Refine our school wellness team to include various faculty/staff members that meet once a month.	Instruction	All	P. E. Teacher	Quarter 1	On-going		
Complete and submit new application for Healthier Us School Certification.	Instruction	All	P. E. Teacher	Quarter 1	Quarter 2		
Create a campaign to raise awareness about the CPS wellness policy and Ashburn status.	ILT/ Teacher Teams	All	Teachers	Quarter 1	On-going		
Organize a bike day and a walk day to the local park district.	After School/ Extended Day	All	Administration	Quarter 4	Quarter 4		
Create a school employee wellness needs assessment with staff and create an action plan that includes opportunities for healthy eating and physical activity (utilize our new fitness center).	Instruction	All	Teachers/P.E. Instructor	Quarter 1	On-going		
Bring back Chef in the Classroom quarterly.	Other	All	Nutritionist	Quarter 1	Quarter 4		
Continue with WAY nutrition education for pre-kdg through 5th grade students which incorporates physical activity breaks and includes health related bulletin boards.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Ensure 60 minutes minimum of weekly physical education for all students.	Instruction	All	P.E. Teacher	Quarter 1	Quarter 4		
Utilize school fitness centers (primary and int/upper) during PE classes.	Instruction	All	P.E. Teacher	Quarter 1	Quarter 4		
Incorporate a health unit for each class for a minimum of one quarter for Kdg-8th grades.	Instruction	All	Teachers	Quarter 1	Quarter 4		

Strategic Priority 4

Create a list of healthly classroom celebration items and focus primarily on non-food classroom celebrations with parental involvement.	Equipment/ Technology	All	Pe Teacher	Quarter 1	Quarter 4		
Create non-food healthy in school fundraising with parental involvement.	Parental Involvement	All	Parents	On-going	On-going		
Organize our LSC, PTA, NCLB and BAC parents to sponsor school wellness events with students.	LSC/ PAC/ PTA	Not Applicable	LSC,PTA,NCLB,BAC parents	Quarter 1	Quarter 4		
Create intramural and/ir activity clubs for all grades to have an opportunity to participate in out of school physical activity.	Equipment/ Technology	All	P.E. Teacher	On-going	On-going		
Afterschool programming and events will provide healthy food items.	After School/ Extended Day	All	Asst. Principal	Quarter 2	Quarter 4		
All teachers participate in at least two professional development training provided by CPS Health & Wellness promotion and partners.	Instruction	Not Applicable	Teachers	Quarter 1	Quarter 4		
Continue to offer partnership with Mindful Practices/Hip Hop Yoga to our students and staff,.	After School/ Extended Day	All	Teachers	On-going	On-going		

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan   Monitoring

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