



**2012-2014 Continuous Improvement Work Plan**

**Genevieve Melody Elementary School**

Garfield-Humboldt Elementary Network

412 S Keeler Ave Chicago, IL 60624

ISBE ID: 150162990252352

School ID: 610293

Oracle ID: 26351



**Mission Statement**

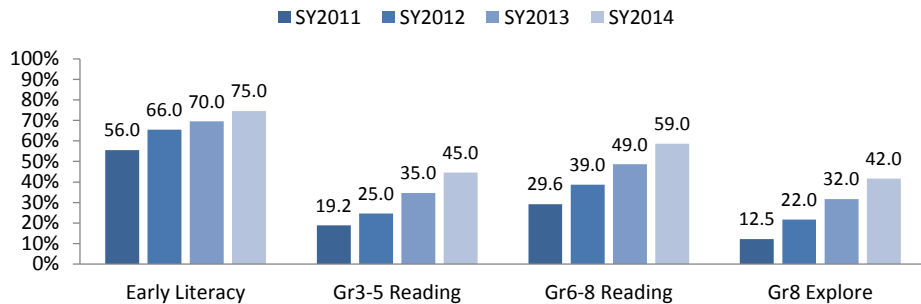
Genevieve Melody Elementary School aspires to meet the academic, social, and emotional needs of every student preparing to enter a 21st century global society. We commit our efforts to developing literate, self-disciplined, socially-conscious, life-long learners who are high-school ready and preparing to becoming significant contributors to society.

**Strategic Priorities**

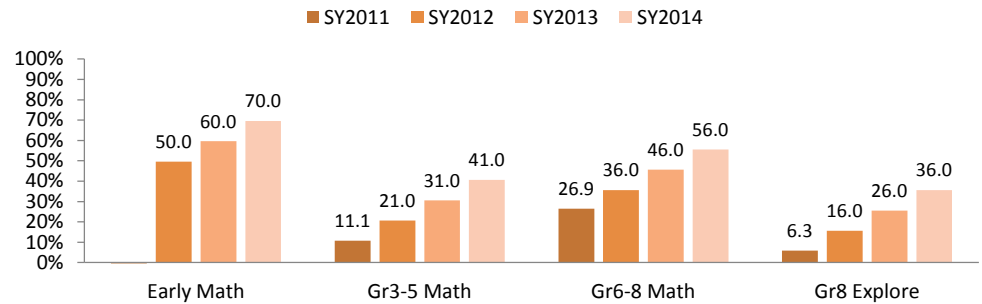
1. Develop and implement systematic RTI Interventions in reading and math for students flagged using district level and school based screening assessments (NWEA, SRI, MCLASS Reading & Math etc.)
2. Develop and refine teacher practice in the use of differentiated small grouping to design and deliver mini-lessons based on student level and classroom assessment data.
3. Implement and refine the delivery of literacy instruction aligned to common core standards for grades k-8.
4. Develop an attendance plan to promote increased students attendance to decrease the percentage of chronically truant students.

**School Performance Goals**

**Literacy Performance Goals**



**Math Performance Goals**





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Genevieve Melody 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
Nancy Hanks	Principal
Tiffany Tillman	Assistant Principal
Mamie Pace	Lead/ Resource Teacher
Kristy Brooks	Counselor/Case Manager
Natasha Gasich	LSC Member
Becky Chiusolo	Classroom Teacher
Bridgette Louis	Other
Rosa Thomas	Parent/ Guardian



## Elementary Goal Setting

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

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	56.0	66.0	70.0	75.0		<b>Early Math</b> % of students at Benchmark on mClass	NDA	50.0	60.0	70.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	19.2	25.0	35.0	45.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	11.1	21.0	31.0	41.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	43.3	53.0	63.0	73.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	37.1	47.0	57.0	67.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	29.6	39.0	49.0	59.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	26.9	36.0	46.0	56.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	76.9	86.0	90.0	93.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	55.8	65.0	75.0	85.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	12.5	22.0	32.0	42.0		<b>Explore - Math</b> % of students at college readiness benchmark	6.3	16.0	26.0	36.0



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	92.1	93.0	94.0	95.0					
<b>Misconducts</b> Rate of Misconducts (any) per 100	26.0	24.0	20.0	17.0					

### State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	58.3	68.0	75.0	80.0		<b>ISAT - Reading</b> % of students exceeding state standards	6.3	15.0	20.0	25.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	68.1	78.0	85.0	90.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	4.2	15.0	20.0	25.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	63.8	70.0	75.0	80.0		<b>ISAT - Science</b> % of students exceeding state standards	1.4	10.0	15.0	20.0

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>School has a theory of action with SMART goals and has identified key levers aimed toward increasing student achievement. School year begins with goal setting based on data in all areas ranging from kindergarden to 8th grade. ILT and grade level teams work to monitor benchmark data and measure progress towards goal. School sometimes is distracted with participation in programs or pilots.</p>	
	<b>Principal Leadership</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Professional development is developed to support classroom instruction and is tied to weakness exposed in data and teacher observations. Teacher teams meet with principal weekly to analyze data Attempts are made to train parents and envolve them in supporting the schools vision and theory of action. School partners with organizations that promote college readiness</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Teacher are given opportunities to head tasks and events in the school. There are only a small number of teachers that drive improvement efforts. Some times have multiple duties, but some have none other than their classroom instruction. More opportunities can be create to engage teachers in other areas of school improvement.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>ILT includes members from all grade bands, but does not have a member on the team to represent special education students. Meetings are focused on school improvement in the area of teaching in learning and minutes reflect focused discussion on data and areas of concern or success. Trackers show that action items are completed in a timely manner and artifacts are kept to confirm completion. Team members facilitate small group or one on one coaching for areas as determined by the data meetings, but there is not a formal system. While team works to improve constantly, reflection is not embedded in the meetings or plans. All meeting use data as the focal point and multiple data sets are sometimes used in meetings to cross reference information and provide further insight. Data sets are filed with meeting notes and agenda.</p>	
<b>Monitoring and adjusting</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>All district assessment are analyzed at the ILT level as well as during teacher teams meeting. Strengths, weaknesses and trends are identified are some solutions are identified. Follow up and class adjustment are not always implemented or monitored consistently. Supports are target at the teacher level but sometimes do not get down to the student level.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	Curriculum is set by the pacing guides supplied by the network or the textbook company and varies at different grade bands. Some objectives are common among grade bands and can be seen in lesson plans and classroom objectives, but teachers do not use common units or lesson plans consistently. Some teachers use complex text in the classroom to support instruction and draw from both fiction and non-fiction as well as resources other than basals and trade books. Some teachers are still dependent on test prep books as their main source text. Lesson plans are largely for whole group instruction without intentional planning for small groups or differentiation.	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	We have replaced the math, science, and literature books in 6-8th grade to match the CMSI curriculum and to include texts that complement the rigor reflected in common core standards. We have a large collection of supplemental materials for all grade levels that support individual skills and topics and to aide teachers with differentiation. Teachers have access to webstes and databases that include audio and video supports aligned to standards.	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Data is shared schoolwide in a timely manner following the assessments. All staff members are given electronic and hardcopies of data. Professional development meetings include a review of all metrics to date. Assessment data is also shared with students and some is displayed in halls along with growth targets. District assessments are given but teachers struggle to create weekly assessment that clearly are aligned to objectives. Use of performance tasks and constructed response is used but is limited. Assessments are given with appropriate accommodations but do not vary based on student need or learning style.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Some teachers lessons and activities are aligned to standards and objectives, but others show lack of clarity on what the standards are asking students to perform. Some classroom observations reveal use of questioning that is open-ended and requires students to defend answers. Other classes include questioning that is limited to just recall. Attempts at scaffolding are made and some teachers uses anchor charts regularly to model and support new learning. Evidence exists of scaffolding during classroom observations, but complete cycles are not always observed. Whole group instruction dominates classrooms.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	----->			<b>2</b>
	<p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Decision making around which students need interventions is based on data and occurs at every grade level. Classroom teachers, ancillary staff, and ESP's are trained and included in intervention efforts school-wide. Some, but not all students are progress monitored to ensure that the interventions are working. Interventions are occurring outside of the classroom, but small grouping support inside is not seen. Intervention software data is used, but usage and progress data is not monitored by the teacher and the ILT team on a frequent basis.</p>	
<b>Professional Learning</b>	----->			<b>2</b>
	<p><b>Whole staff professional development</b></p> <ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Whole professional development is done during teacher institute days and during some teacher team meetings as well. Professional development is developed based on school-wide trends and observations or around new initiatives or incentives. Teachers have also completed year long training with Common Core in preparation for district wide roll. Training included follow-up activities in the classroom. Principal dominates professional development. Teachers can be included and outside vendors can be used as well.</p>	

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<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teachers meet in grade band teams on a weekly basis, but the principal facilitates most meetings. ILT members are present at each teacher team meeting, but do not facilitate meetings. Data and instructional strategies are the focus of meetings and agendas are used, but housekeeping items sometimes monopolize the meetings. More time can be given Both general and special education teachers meet with their respective grade level bands, but ancillary staff is not included even though they may be providing interventions or supports. Session are instructionally focused, but time for planning is not included.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Instructional coaching exists but is more reactive rather than managed in a proactive and systematic manner. More time is spent on low performing teachers than midrange or high performing teachers. Support includes in class modeling and one-on-one meetings. Feedback is given but methods and frequency vary from teacher to teacher. Teachers are given information about professional development that is offered and attempts are made to connect teachers to training that addresses their areas of growth.</p>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Many teachers hold high expectations for students and are bought into a college going culture, but some express concerns in students ability levels. Some teachers include assignments that include college as research topics or text selections. Some classes visit colleges on fieldtrips and a small number of students have participated in summer camps on college campuses. School environment includes college pendants. School partners with GEAR-Up which focuses on college-readiness and success with 7-8th grade students.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>All special education students have a general education homeroom and eat lunch and attend preps with their general education peers. Patterns of interaction with students and teachers are generally position and students have some adult in the building that they can reason with or feel comfortable talking to. Students seek out adults or write letters to express concerns or for help.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>School has school-wide behavior plan and teachers have been trained on different strategies and interventions. School lacks formal structures and RTI methods to support students with frequent referrals. Discipline referrals used but not tracked by month or classroom to look for trends in data. Student of month program highlights good citizenship and rewards are given encourage positive behavior.</p>	

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>School has a data board at the front entrance with achievement data and school report cards. School open house highlights data as well as areas of growth and concern. Parent portal pins are given to parents and assistance is provided in setting up parents that need support. Progress reports are issued more frequently than the Impact schedule. Parents are included as key levers in helping school achieve improvement goals and are given clear training and supports on student progress and how they can help at home. Parents meetings are held to explain the high school application process in both 7th and 8th grade and many choices are offered other than the neighborhood feeder schools.</p>	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p>Newsletter is issued once per quarter with relevant updates. Inside the school a board is update weekly to include upcoming events and announcements. Teachers communication logs are used but not consistently. Mass mailings and robo calls are used to communicate reminders and important information.</p>	
<b>Bonding</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>Parents are met with regardless of whether they have an appointment or not in most cases. Security and office staff work to welcome visitors and defuse and problematic situations early on. Events are scheduled regularly to engage parents (literacy night, open house, math game night, music concerts, honor roll assembly and growth awards) passports or sign-in sheets are used to make sure parents are engaged in different stations or areas.</p>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>Social service agency are sometimes on site to meet with parents or students. Supports outside the school are given to parents as needed and representative are invited to school on report card pickup and open house nights.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<p>School has an ongoing partnership with the Big Ten Conference with a college kickoff each year. School also partners with Gear Up to provide college tours and information. Counselor utilized choose your future features with students during weekly counseling class.</p>	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>School has an ongoing partnership with the Big Ten Conference with a college kickoff each year. School also partners with Gear Up to provide college tours and information. Counselor utilized choose your future features with students during weekly counseling class.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<p>Afterschool activities focus on academic support, but also includes sports, honors choir, beta club, cheer/dance, karate.</p>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>Student take both and explore practice and final exam.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	<p>N/A</p>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<p>School hosted high school fair in conjunction with another network school. Students participate in high school shadow days and school provides meeting for parents about high school transition. Counselor meets with 8th grade students weekly.</p>	



### School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>School purchase are limited to supplies that support key levers of improvement. Focus is on technology and increasing number of computer labs, laptops, ipad, smart boards, to support instruction and to run intervention programs. Funds also support addition of staff members (interventionist, additional classroom teachers etc.) to support schoolwide improvement efforts.</p>		
	<b>Building a Team</b> ----->				<b>3</b>
<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>potential candidates are screened with multiple stakeholders and teach model lessons prior to being hired. Teacher teams and students are given a chance to provide input on hiring decisions. Both individual and group interviews are used in the hiring process.</p>			
<b>Use of Time</b> ----->				<b>3</b>	
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>Intervention blocks are purposefully planned into the schedule . Teacher collaboration time and is extended beyond minimums to allow teacher more time for analyzing, planning and partnering.</p>			

Date Stamp November 22, 2012



### Mission & Strategic Priorities

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

### Mission Statement

Genevieve Melody Elementary School aspires to meet the academic, social, and emotional needs of every student student preparing to enter a 21st century global society. We commit our efforts to developing literate, self-disciplined, socially-conscious, life-long learners who are high-school ready and preparing to becoming significant contributors to society.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Develop and implement sytematic RTI Interventions in reading and math for students flagged using district level and school based screening assessments (NWEA, SRI, MCLASS Reading & Math etc.)	While regular data analysis occurs at both the ILT and teacher team levels, when students are identified as needing support there are no concrete or systematic measures in place to address their need for academic support and monitoring. Attempts are pieced together in a reactive manner which stalls efforts and stifles student progress. Our ISAT data reveals that 40% of students did not meet expectations on the ISAT in the area of reading and 30% in the area of math. Mid-Year NWEA data revealed that only 36% of students in the school were on grade level in the area of reading and only 21% were on grade level in the area of math. By creating a systematic way to address student learning deficiencies and track the results we can begin to increase the number or students meeting their individual growth targets and begin to increase the number of students at grade level based on nationally normed percentiles.
2	Develop and refine teacher practice in the use of differentiated small grouping to design and deliver mini-lessons based on student level and classroom assessment data.	NWEA and MClass data were analyzed for trends and growth targerts after the beginning of the year administration. Although attention is given to individual student progress and growth targets, teachers continue to use whole group as their dominant form of delivering instruction. Systematic design and implementation of differentiated small groups based on data would help students to recieve more targeted practice and support our efforts to increase our early literacy and reading measures as well as our NWEA growth targets.

3	Implement and refine the delivery of literacy instruction aligned to common core standards for grades k-8.	While the schools made 13% growth in the ISAT composite data last year, Explore data revealed that only 12% of 8th grades met college readiness benchmarks in reading and only 6% met benchmarks in math. Remediation efforts alone will continue to limit the number of students reaching this benchmark. Refinement of teaching practice to the common core standards will infuse elements such text complexity, students engagement with text and writing with a focus connecting ideas with text support. These strategies will help to increase the level of rigor in classroom and instruction and when done in concert with intervention will help us to increase the number of students meeting college readiness benchmarks by the end of 8th grade.
4	Develop an attendance plan to promote increased students attendance to decrease the percentage of chronically truant students.	School attendance rate for the last year 92%. Weekly monitoring of attendance revealed that the grade levels with the lowest attendance rates fall within the kinder to 2nd grade range. In some instances a small number of students at a grade level were driving the low percentage rates because of frequent absences. ILT data meetings often revealed links between poor attendance and student performance, especially on MClass measures and sight word development. Increased attendance rates will help to ensure that students are not missing essential classroom instruction and that those receiving intervention support will have consistent and sustained support.
5	Optional	

### Strategic Priority 1

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

Strategic Priority Description	Rationale
Develop and implement sytematic RTI Interventions in reading and math for students flagged using district level and school based screening assessments (NWEA, SRI, MCLASS Reading & Math etc.)	While regular data analysis occurs at both the ILT and teacher team levels, when students are identified as needing support there are no concrete or systematic measures in place to address their need for academic support and monitoring. Attempts are pieced together in a reactive manner which stalls efforts and stifles student progress. Our ISAT data reveals that 40% of students did not meet expectations on the ISAT in the area

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
School-Wide Self Assessment using RTI Readiness Rubric	ILT/ Teacher Teams	All	ILT	Quarter 4	Summer 2012		
Selection of RTI Teams and training on structure and roles for 2012-13 school year.	Professional Development	Not Applicable	Principal , AP	Summer 2012	Quarter 1		
Universal Screening of students using district assessments (Mclass and NWEA)	Other	All	All Teachers, Principal, AP	On-going	Quarter 1		
Planning of RTI block in the full day scehdule.	Other	Not Applicable	Principal, AP, Counselor	Summer 2012	Summer 2012		
Create RTI pull-out schedule based on data from universal screening for quarter 1	Other	Other student group	Teacher Teams and Principal	Quarter 1	Quarter 1		
Review of progress monitoring data for quarter 1	ILT/ Teacher Teams	Other student group	ILT Team	Quarter 1	Quarter 1		
ILT Meeting to assess effectiveness of schedule, structure and data	ILT/ Teacher Teams	Not Applicable	ILT Team	Quarter 1	Quarter 1		
Create quarter 2 groups based on progress monitoring from quarter 1	Other	Other student group	Teacher Teams and Principal	Quarter 1	Quarter 1		
Review of progress monitoring data for quarter 2	ILT/ Teacher Teams	Other student group	IL T Team	Quarter 2	Quarter 2		
ILT Meeting to assess effectiveness of schedule, structure and data	ILT/ Teacher Teams	Other student group	ILT Team	Quarter 2	Quarter 2		
Create quarter 3 groups based on progress monitoring from quarter 2	Other	Other student group	Teacher Teams and Principal	Quarter 2	Quarter 2		



**Strategic Priority 1**

Review of progress monitoring data for quarter 3.	ILT/ Teacher Teams	Other student group	ILT and Principal	Quarter 3	Quarter 3		
ILT Meeting to assess effectiveness of schedule, structure and data	ILT/ Teacher Teams	Not Applicable	ILT and Principal	Quarter 3	Quarter 3		
Review of data with counselor to discuss students not making progress for possible referral for special education testing	Other	Students With Disabilities	Principal, AP, Counselor	Quarter 3	Quarter 3		
Create quarter 4 groups based on progress monitoring	Other	Other student group	Teacher Teams and Principal	Quarter 3	Quarter 4		
Final Review of student growth data for RTI Students	ILT/ Teacher Teams	Other student group	ILT	Quarter 4	Quarter 4		
Assessment of RTI procedure and effectiveness /implications for next years planning process	ILT/ Teacher Teams	Other student group	ILT	On-going	On-going		
Progress reports for parents with students in RTI	Parental Involvement	Other student group	AP and teachers	On-going	On-going		
Connection to RTI students to afterschool and SES services	After School/ Extended Day	Other student group	AP, Chris Alexander and Teachers	Quarter 1	On-going		



### Strategic Priority 2

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

Strategic Priority Description	Rationale
Develop and refine teacher practice in the use of differentiated small grouping to design and deliver mini-lessons based on student level and classroom assessment data.	NWEA and MClass data were analyzed for trends and growth targets after the beginning of the year administration. Although attention is given to individual student progress and growth targets, teachers continue to use whole group as their dominant form of delivering instruction. Systematic design and implementation of differentiated small groups based on data would help students to receive more targeted practice and support

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administer teacher survey to gauge strengths and weakness	Professional Development	All	Principal	Summer 2012	Summer 2012		
Article and discussion to create a sense of urgency and provide background knowledge on grouping	Professional Development	All	Principal	Summer 2012	Summer 2012		
Professional Development of small group instructional-structures & routines	Professional Development	All	Principal	Quarter 1	Quarter 1		
Revision of lesson plan template to include plans for small grouping	Instruction	All	Principal & AP	Summer 2012	Summer 2012		
Review of NWEA and Mclass data to identify targeted groups	Instruction	All	Principal and Teacher Teams	Quarter 1	Quarter 1		
Teachers submit small groups instruction plans	Instruction	All	Teacher Teams	Quarter 1	Quarter 1		
Classroom observation of small group instruction lesson with post observation meeting	Instruction	All	Principal and AP	Quarter 1	On-going		
Review assessment data from small groups and from winter benchmark data to determine need for regrouping or priority of skills for instruction	Instruction	All	Teacher Teams & ILT	Quarter 2	Quarter 2		
Professional Development of small group instructional-Connecting groups/tasks to data	Professional Development	All	Principal	Quarter 2	Quarter 2		
Teachers submit new small group instruction plans	Instruction	All	Teachers	Quarter 2	Quarter 2		
Peer Observations of small group lesson	Professional Development	All	Teachers	Quarter 3	Quarter 3		
Teacher led professional development on best practices in small grouping	Professional Development	All	ILT	Quarter 3	Quarter 3		



**Strategic Priority 2**




### Strategic Priority 3

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

Strategic Priority Description	Rationale
Implement and refine the delivery of literacy instruction aligned to common core standards for grades k-8.	While the schools made 13% growth in the ISAT composite data last year, Explore data revealed that only 12% of 8th grades met college readiness benchmarks in reading and only 6% met benchmarks in math. Remediation efforts alone will continue to limit the number of students reaching this benchmark. Refinement of teaching practice to the common core standards will infuse elements such text complexity, students engagement with

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify Teachers for Summer Institute & Attend with teachers	Staffing	All	Principal	Summer 2012	Summer 2012		
Tier Teachers for Support Based on ability and Need and identify professional development areas	Professional Development	All	Principal	Summer 2012	Summer 2012		
Professional Development- Preview on Frameworks and Unit Planning	Professional Development	All	Principal & AP	Summer 2012	Summer 2012		
Revision of Weekly Lesson Plan Template	Instruction	All	Principal and AP	Summer 2012	Summer 2012		
Audit and purchase of instructional materials for common core-focus on informational text	Instructional Materials	All	ILT Team- Mamie Pace	Summer 2012	Summer 2012		
Review of district sample plans and newtork sample plans for the first quarter units	Instructional Materials	All	Principal and AP	Summer 2012	Summer 2012		
Professional Development on unit planning templates and new weekly lesson plan template template	Professional Development	All	Principal and Office of Literacy Rep	Summer 2012	On-going		
Weekly lesson plan audits with written feedback for teachets	Instruction	All	Principal and AP	On-going	On-going		
Video tape model lesson (kindergardent and 6-8th grade) for PD	Professional Development	All	ILT Team and Technology Teacher	Quarter 1	Quarter 1		
Plan and design plan for 75 minute PD time to include common core planning for next unit plan	Professional Development	All	Principal and Teacher leaders	Summer 2012	Quarter 1		
Complete an informal observation using charlotte danielson framework- focus on domain 1 (looking for connections to common core planning)	Instruction	All	Principal and AP	Quarter 1	Quarter 1		
Classroom observations with teacher feedback	Instruction	All	Principal and AP	On-going	On-going		
Identify supplementary teacher materials and supports connected to common core	Instructional Materials	All	ILT Team	Quarter 1	Quarter 1		





**Strategic Priority 3**


### Strategic Priority 4

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

Strategic Priority Description	Rationale
Develop an attendance plan to promote increased students attendance to decrease the percentage of chronically truant students.	School attendance rate for the last year 92%. Weekly monitoring of attendance revealed that the grade levels with the lowest attendance rates fall within the kinder to 2nd grade range. In some instances a small number of students at a grade level were driving the low percentage rates because of frequent absences. ILT data meetings often revealed links between poor attendance and student performance, especially on MClass measures and sight

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review of historical and SY 12 attendance data for trends and future planning	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		
Create attendance incentive plan/calendar of reward events	Other	All	ILT	Summer 2012	Summer 2012		
Create list of morning and afternoon routines for main office procedures	Other	All	Clerk and AP	Summer 2012	Summer 2012		
Identify and meet with frequently absent students and parents from SY 11-12	Parental Involvement	Other student group	AP	Summer 2012	Quarter 1		
Recognize Quarter Attendance at honor roll assembly	Other	All	Principal	Quarter 2	Quarter 2		
ILT meeting to discuss quarter one attendance w/follow up action items	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1		
Solicit community partners for resources and donations to reward perfect attendance	Supplies	All	Principal	On-going	On-going		
ILT meetings to review Quarter 2 attendance	ILT/ Teacher Teams	All	ILT	Quarter 2	Quarter 2		
Meet with chronic truant parents and school community rep	Parental Involvement	All	ILT	Quarter 1	On-going		
ILT meeting to review Quarter 3 attendance	ILT/ Teacher Teams	All	ILT	Quarter 3	Quarter 3		
Identify parent volunteers to train on attendance and help run incentives	Parental Involvement	All	Principal & Clerk	Summer 2012	Summer 2012		
ILT meeting to review Quarter 4 attendance	ILT/ Teacher Teams	All	ILT	Quarter 4	Quarter 4		
Recognize Quarter Attendance at honor roll assembly	Other	All	Principal	Quarter 3	Quarter 3		



**Strategic Priority 4**

Letters home to students with 5 and 10 or more absences	Other	Other student group	Clerk and AP	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