



2012-2014 Continuous Improvement Work Plan

Oliver S Westcott Elementary School

Skyway Elementary Network
409 W 80th St Chicago, IL 60620
ISBE ID: 150162990252507
School ID: 610300
Oracle ID: 26381



Mission Statement

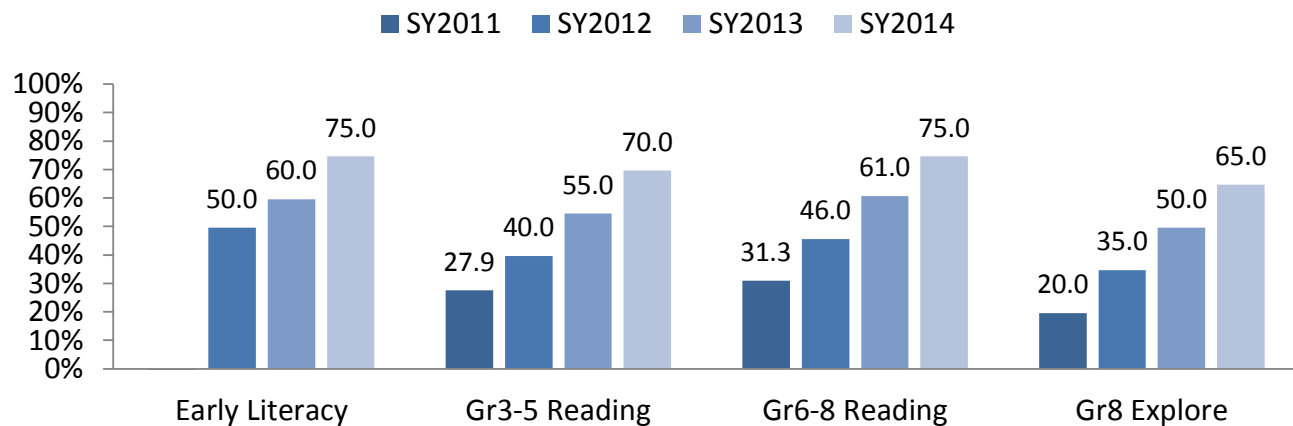
Westcott School stakeholders are committed to improving teaching and learning at a rapid rate. We will challenge our students by setting high expectations, implementing curriculum that is standards based, rigorous, engaging and differentiated to meet individual learning needs. Students will become life long learners who are prepared for high school, college, and careers.

Strategic Priorities

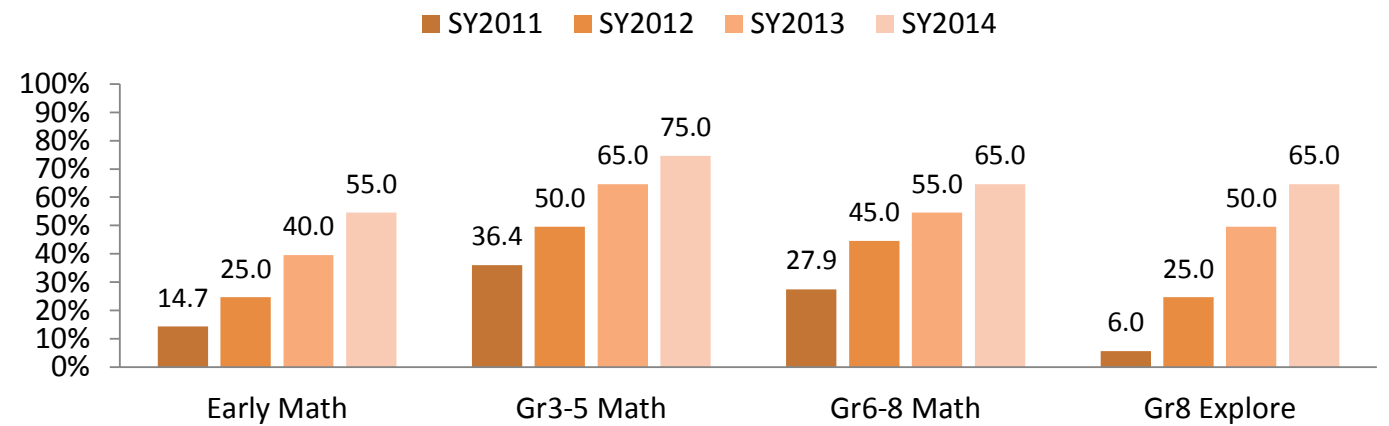
- 1. School Leadership and Instruction: Administrators will work collaboratively with the ILT and grade level teams to ensure students are receiving rigorous instruction that is based on data. Data sources will include both quantitative and qualitative data gathered from weekly assessments, ISAT, and District Level Assessments.
2. Professional Learning: This priority will support teachers and administrators as we unpack the common core standards. Staff, community partners and parents will be afforded the opportunity to participate in professional learning communities that will support understanding the expectations of the CCSS. Training and
3. Learning Climate, Culture and Attendance: This priority will support our "Calm Classroom" Initiative. We will continue to implement the Power to Change which helps students develop strategies to address anger. The staff will work collaboratively to implement PBIS and continue to offer extra curricular activities as well as

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Oliver S Westcott 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
Monique N. Dockery	Principal
Dr. Sherron J. Bibbie	Assistant Principal
Melissa Giles	Counselor/Case Manager
Jacqueline Grant	Counselor/Case Manager
Corrine Cobb	Community Member
Rosalyn Charles	Community Member
Genevieve Moses	Classroom Teacher
Danielle Jones	Classroom Teacher
Dietra McKamey	LSC Member
Juritha Johnson	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	50.0	60.0	75.0		Early Math % of students at Benchmark on mClass	14.7	25.0	40.0	55.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	27.9	40.0	55.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	36.4	50.0	65.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.4	60.0	70.0	80.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	48.5	60.0	75.0	85.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	31.3	46.0	61.0	75.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	27.9	45.0	55.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.5	61.0	71.0	81.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	43.5	60.0	70.0	80.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	20.0	35.0	50.0	65.0		Explore - Math % of students at college readiness benchmark	6.0	25.0	50.0	65.0



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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	92.6	95.0	96.5	98.0					
					Misconducts Rate of Misconducts (any) per 100	31.5	21.0	15.0	10.0

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	58.5	70.0	78.0	82.0		ISAT - Reading % of students exceeding state standards	6.0	18.0	30.0	40.0
ISAT - Mathematics % of students meeting or exceeding state standards	67.6	78.0	85.0	91.0		ISAT - Mathematics % of students exceeding state standards	7.0	15.0	25.0	35.0
ISAT - Science % of students meeting or exceeding state standards	54.9	61.0	70.0	76.0		ISAT - Science % of students exceeding state standards	0.0	10.0	20.0	30.0

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
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Systems are in place to analyze data during conferences with principal and individual teachers, grade level meetings, and professional development sessions.</p> <p>Teachers use curriculum maps to plan for instruction to ensure success for all students.</p> <p>IEPs of students with disabilities used as tool for driving instruction for individual student needs. Based on results from the Consortium Five essentials report, 54% of the students report that classes are challenging , well-structured and allows for interaction to build and apply knowledge.</p> <p>School Score Card points to evidence of student growth.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Principal in collaboration with Greater Auburn Development Corporation has established a Parent Involvement Committee comprised of parents, support staff, community members and the school's administrators.</p> <p>Each classroom is required to research a Historically Black College or University (HBCU); classroom is named after the particular college or university.</p> <p>Teachers serve as facilitators of professional development sessions as it relates to using data to drive instruction, school climate and unpacking Common Core State Standards.</p> <p>Westcott has established an Instructional Leadership Team; the team meets weekly and attends network's quarterly PDs. Information is shared with the entire teaching staff during bi-weekly hour long PD sessions.</p> <p>Local School Council (LSC) and Parent Advisory Committee (PAC) host monthly meetings.</p> <p>Classroom observations and post conferences are conducted by administrators to support teaching and learning.</p> <p>Principal hosts meetings with ESPs to discussion accountability as it relates to student data.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>A minimum of one teacher from each grade band serves on the school's ILT.</p> <p>Teacher leaders create agendas and facilitate grade level meetings. Teachers share responsibilities for chairing quarterly recognition assemblies.</p> <p>One teacher is assigned as co-chair to assistant principal to serve on the PBIS committee.</p> <p>One teacher is selected by their peers to serve as the school's union representative.</p> <p>Several teachers continue to write and receive Donor's Choose grants as well as CFE grants to support their classroom instruction. Principal, assistant principal, three teachers and one ESP serve on GADC Parent Involvement Committee.</p> <p>Teachers, counselor, case manager, and librarian serve on the school's RTI team.</p> <p>Illinois State University partners with Westcott Elementary; interns and student teachers assigned to teachers in grades 3rd through 8th.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The school's ILT will host Performance Management sessions quarterly; grade level teachers and individual teachers present to administrators and teaching staff student achievement data, indicators of success and action items for future instruction. ILT attend network's quarterly PDs in order to present instructional strategies that will enhance student learning outcomes. ILT shares information gleaned from network PDs at grade level meetings and school-wide professional development opportunities. Based on the five essentials in the consortium, Westcott teachers measure collaboration, reflective dialogue and professional development strongly.</p> <p>The school's ILT will analyze and interpret data to make instructional decisions on a biweekly basis. This will occur more frequently as district level data is available. Administrators will continue to give timely feedback to grade bands regarding information shared on collaboration logs. School will begin to implement the REACH evaluation system conducting regular, purposeful classroom observations, pre-performance and post-performance</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Westcott has developed a systematic approach at each level. This will be evidenced by classroom level reports, data walls for district level, classroom weekly and quarterly assessments. The school's Theory of Action will be a document that is on-going and viable.</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>To ensure text complexity, teachers will refer to CCSS suggested novels for use in the classroom; students will also complete performance based assessments as evidence of mastery. Lesson structure and pacing is a concern. Teacher's will use pacing guides to assist in the development of lessons. Achieve 3000 uses grade appropriate level informational text that is aligned to CPS recommended grade bands. All informational text is tailored to each student's unique reading level.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>The curriculum includes: Lead 21, Headsprout for grades Pre-K-3, Achieve 3000 grades 6-8 and Interactive Science for grades 3-5, Envisions Math in grades K-2, Everyday Math grades 3-5 and Mathematics grades 6th-8th along with the Math Bridge program. Use publishers' pacing guides to develop units that are aligned to CCSS.</p> <p>Teachers develop curriculum maps, units of study, and lesson plans aligned with CCSS.</p>	
<p>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.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>School-wide data binder updated and maintained by principal and counselor. The binder includes weekly, and quarterly assessment data, action plans, quarterly grades and attendance by grade level and .</p> <p>Student with disabilities (SWD) receive accommodations and modifications for testing as noted on IEPs. Necessary adjustments are made to assessment schedules to accommodate students with disabilities. All staff involved with SWDs has access to student’s IEP. Teachers use formative assessment results to plan, re-teach, and adjust instruction and prioritize academic needs of students. Westcott will begin administering diagnostic assessments to students transferring in to determine strengths and areas of growth.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers will use CCSS to plan for rigorous instruction. In addition to students gaining understanding of standards in written and verbal form, teachers will discuss essential questions and enduring understanding of units and lessons with students. Use of Critical Thinking for Life CCSS flip chart strategies and Bloom’s Taxonomy as units of study and lessons are planned. Level of questioning must be stated in lesson plans to so that they invoke well thought out and logical answers. Teachers will use task analysis techniques to ensure mastery by presenting instruction incrementally to SWDs and others who will benefit. Lessons where there is evidence of marginal mastery will be re-taught. Administrators will check Gradebook for evidence of lessons being re-taught. Achieve 3000 solutions include scaffolds to support students in general education as well as students with disabilities allowing them to access grade appropriate, complex text while engaging in complex task and activities. Through the use of Achieve 3000 as a supplemental program, embedded formative/progress monitoring assessments</p>	

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	Typical School	Effective School	Evidence	Evaluation
	----->			3
	<p>Intervention</p> <ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>RTI team member will administer diagnostic assessments to students considered at-risk who are referred by staff and/or parents.</p> <p>School will implement "push-in" and "pull-out" model for students needing additional instructional support. Westcott Elementary's principal offers tutoring in mathematics to 7th and 8th grade students.</p> <p>School librarian and physical education teacher provide additional reading instructional support to small groups of students in primary and middle school grades. Westcott has an on-going partnership with Robert Morris Talent Search; 7th and 8th grade students in this program receive additional academic support. Job embedded professional development will be provided for teachers in each grade band during the school day on a bi-monthly basis. Teachers will prepare common assessments, plan units of study, analyze student data and student work, and prepare strategies to implement in their classrooms that will address the learning needs of their students. Substitute coverage will be provided.</p> <p><i>Time will be designated for vertical team planning.</i></p>	
	----->			2
Professional Learning	<p>Whole staff professional development</p> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional development topics for the upcoming school year will be planned over the summer and entered into CPS University on a quarterly basis. Decisions surrounding the PDs will be based on the academic and social emotional needs of the students. It is our goal to complete evaluations following PD opportunities to evaluate and make future decisions for sustainability. Follow up topics discussed in school-wide PDs in grade level meetings. An hour prior to the instructional day, bi-monthly PDs will continue to be provided to our instructional staff.</p> <p>Records of attendance (CPS University) from staff PDs will be kept and maintained in a file.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Evidence of inclusive attendance (e.g., special education, general education teachers) will continue to be recorded via CPS University. The principal conferences with individual teachers to discuss data and progress monitoring; each teacher is expected to maintain a current data binder for his/her classroom. Binders must include action plans based on the most recent quantitative data. Teachers will provide attendance rosters for weekly grade level and committee meetings and submit agendas and collaboration logs to administrators within 24-48 hours. The schools leadership must improve upon providing useful feedback after receiving collaboration logs. In addition, the school's leadership must make a more conscientious effort to attend grade level and grade band meetings. Westcott’s ILT continues to meet for an hour on a weekly basis.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>It is our goal to continue utilizing our Lead and Mentor teachers to support career teachers as we embark upon implementing the CCSS. The schools leadership will host individual meeting to develop professional development plans to meet the needs of the teacher. Pre-conferences and post-conferences will be held within 48 hours of the observation and areas of opportunity will be closely monitored over a specified amount of time determined by the school's administrator and the teacher. We will also endeavor to host peer classroom observation and conferences to support one another as we implement CCSS.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Middle School teachers will engage students in conversations around college and career readiness. During guidance periods taught by the counselor, students will explore careers and colleges based on their interest. Guest speakers will visit throughout the school year. Students will act as calm classroom ambassadors and engage their peers in classroom activities. Junior Beta Club members also host quarterly town hall meeting to discuss concerns and area in which improvement is necessary. Achieve 3000 solutions provide a college and career readiness report allowing educators to monitor and reinforce each students track toward</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Classroom teachers and school counselor meets with students to discuss data from district level assessments, state assessments and classroom assessments as needed. The school counselor hosts an annual High School Fair and assists students with high school applications.</p> <p>Annual Career Awareness Week organized by counselor and career committee.</p> <p>Case Manager develops transition plans with input from parents and students with disabilities.</p> <p>SWDs participate in all extra-curricular and after school programs.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>PBIS expectations are taught by all teachers at the beginning of the school year and again in the second semester. Westcott received PBIS Bronze Award in 2008. PBIS expectations for various areas (e.g., restroom, lunchroom, playground, corridors, etc.) are posted throughout the building. PBIS walk-through scheduled for fall and winter semester.</p> <p>Westcott will implement the PBIS Check-In/Check-Out model. PBIS team sponsors monthly celebrations for all students who earn</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
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Quarterly Report Card Pick-Up will be hosted for the 2nd and 4th quarter for students who have been identified to need additional support. These will take place in addition to 1st and 3rd quarters that are mandated by the district. Data meetings hosted by the school's leadership will include students and parents to support parents as the endeavor to understanding ISAT and NWEA/Scantron data. Community parent meetings are held in August for each grade band so that expectations are communicated. We will distribute of parent portal letters to parents in August and January. On-going school information disseminated to parents at monthly LSC and PAC meetings. Principal will provide State of the School address to discuss school's academic standing, vision and mission. School-wide Open House hosted annually in August.</p>	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>School-wide open house is hosted annually. Parents follow the schedule of their students and engage in academic activities that mirror day to day lessons. Comprehensive gifted informational is also hosted in August to discuss parent involvement expectations, academic expectations and exit criteria. Teachers will share strategies with parents so that they are able to support learning at home.</p>	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Westcott School engages all community partners on a consistent basis. Partners from GADC, One Church, One School, Robert Morris Talent Search, 21st Century, Gilead Behavioral Agency, Communities in Schools of Chicago, and Illinois State University support all school wide initiatives including assemblies, the Annual Health Fair, and Pre-School Dads in the Classroom. They also support after school events by participating and engaging students.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Westcott Elementary has on-going partnership with Greater Auburn Development Corporation, Chicago Communities in Schools, 21st Century and Gilead Behavioral Agency. These partnerships provided services that address the academic, physical, mental and emotional needs of the students.</p> <p>Parent Involvement Rewards Program (PIRP); parents are</p>	
	College & Career Exploration and election ----->			1
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	N/A	
Academic Planning ----->			1	
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Westcott is novice in this area. We will begin discussing what this looks like in its beginning stages to address the needs of the students. We provide middle school students with Agenda Books and binders to help them organize and keep track of assignments, projects and due dates. Students also engage in projects that require research and presentations both individually and as a group.</p>	
Enrichment & Extracurricular Engagement ----->			4	
	<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Students currently participate in several extracurricular activities such as basketball, double dutch, volleyball, wrestling, and cheerleading. Enrichment activities are provide to our students through partnerships such as the SOAR music program. Students</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
DIMENSION	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Students currently take the Explore test. It is our goal to work with students in 7th grade on test taking strategies and concepts tested for the following year.</p>	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>Not Applicable</p>	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Westcott school will ensure effective transition into Kindergarten by offering students who have never attended Pre-School an opportunity to attend Step Up to Kindergarten. As for transitioning to benchmark grades, according to Scantron fall to winter data, 31% of second graders ar in Math and 12% in Literacy made expected gains. In 6th grade, 59% in Math and 50% in Literacy were keeping pace for meeting epected growth target. While33% in Math and 35% in Literacy met expected gains. We will monitor student assignments, administer common weekly assessments and review</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
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>The school will allocate funds to support Literacy. We will use the CCSS to identify informational text and Literature school-wide. In addition, we will allocate funds to support students in grades Pre-K through 2 with Envision Math and grades 3-5 with Every Day Math. We will also replace Science materials to support Literacy and Math. We will continue to partner with Illinois State University to provide additional professional development in Literacy. We are partnering with Walmart in the West Chatham community to work with 6-8 grade students regarding skills necessary to enter high school, college and the workforce with a skill set that will set them</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Staff will be hired based on student data and need. We endeavor to hire teachers who are highly qualified and endorsed in Reading, Math and Science. We will work actively to draw upon universities such as the Illinois State University TEACH program to secure high school tutors to support students in grades K-5. We will continue our partnership with Robert Morris University to support students in grades 6-8 through the Robert Morris Talent Search tutoring program. Also, One Church, One School volunteers will continue to support struggling students in grades 3-8 once per week for 50 minutes. 40% of students have been impacted by the aforementioned programs. it is our goal to increase to at least 60% in the first year and 75% in the second year.</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Based on schoolwide data extracted from Scantron, Fall to Winter, in Reading for 3rd-5th grade 24% of students are at or above grade level and in Math 46% and in 6th-8th grade 38% in Reading and 37% in Math. As a result, students will be scheduled for additional literacy periods conducted by the school's Librarian as well as teacher assistants. In Math, students will also be supported by double blocks of Math. One period will be structured for those who need enrichment as well as an additional period for those who need support improving on basic math concepts. Classroom teachers will</p>	

Mission & Strategic Priorities

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

Mission Statement

Westcott School stakeholders are committed to improving teaching and learning at a rapid rate. We will challenge our students by setting high expectations, implementing curriculum that is standards based, rigorous, engaging and differentiated to meet individual learning needs. Students will become life long learners who are prepared for high school, college, and careers.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	School Leadership and Instruction: Administrators will work collaboratively with the ILT and grade level teams to ensure students are receiving rigorous instruction that is based on data. Data sources will include both quantitative and qualitative data gathered from weekly assessments, ISAT, and District Level Assessments. Structures and supports will be in place to monitor student progress. In addition, opportunities for teacher collaboration to support the development of Literacy units based on the Common CoreState Standards. We will focus on improving instruction in Literacy, Math, Writing across content areas and Science.	According to the Consortium 5 school Essentials, Westcott's Instructional leadership is average. Areas of opportunity include 47% of the teachers reporting that they are pressed to implement what they have learned in professional development as well as a 50/50 result in the participation in instructional planning. There are systems in place to improve in these areas, build teacher capacity, support teaching and learning and support more job embedded professional development. There is a need to improve the level of monitoring gradebooks, lesson plans, grade level meetings, and classroom instructional practices so that students are receiving rigorous and engaging instruction that addresses the student's needs. Regular monitoring and immediate feedback will ensure that our students are prepared for high school, college and the careers that they desire.
2	Professional Learning: This priority will support teachers and administrators as we unpack the common core standards. Staff, community partners and parents will be afforded the opportunity to participate in professional learning communities that will support understanding the expectations of the CCSS. Training and development will be an integral part of accomplishing optimal learning opportunities.	We believe that the instructional staff needs to improve the way we develop and align units of study, lessons, and assessments with the common core state standards. In order to assure proper alignment of the aforementioned elements, the principal and assistant principal will increase the level of participation at grade level meetings. Although the principal meets regularly meet with teachers to discuss how data is driving instruction. There is a need for 5th thru 8th grade teachers to create individual student binders so that they can use initiative to progress monitor.

3	<p>Learning Climate, Culture and Attendance: This priority will support our "Calm Classroom" Initiative. We will continue to implement the Power to Change which helps students develop strategies to address anger. The staff will work collaboratively to implement PBIS and continue to offer extra curricular activities as well as academic supports. We will continue grade level and grade band attendance competitions that will ultimately increase student attendance rates.</p>	<p>Based on the data extracted from the Consortium 5 Essentials, the School Progress report, and the data quality index from the CPS dashboard, students report that safety is a concern because their peers lack respect for themselves and others. The score received was 30 which indicated that we are weak in that area; however, students feel that they are in a supportive environment. It is our goal to decrease the suspension rate and foster other ideas to assist students in correcting negative behavior. There is a need to increase the attendance rate of our students, provide supports for anger and coping, character education and social and emotional supports for students. We will provide incentives, opportunities for recognition for increased attendance and academic improvements. Focusing on these areas would enhance the school culture in a positive way. It will be evidenced by an increase in student achievement, decrease in suspension rates, increased attendance rates and participation in extra curricular activities.</p>
4	Optional	
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
School Leadership and Instruction: Administrators will work collaboratively with the ILT and grade level teams to ensure students are receiving rigorous instruction that is based on data. Data sources will include both quantitative and qualitative data gathered from weekly assessments, ISAT, and District Level Assessments. Structures and supports will be in place to monitor student progress. In addition, opportunities for teacher collaboration to support	According to the Consortium 5 school Essentials, Westcott's Instructional leadership is average. Areas of opportunity include 47% of the teachers reporting that they are pressed to implement what they have learned in professional development as well as a 50/50 result in the participation in instructional planning. There are systems in place to improve in these areas, build teacher capacity, support teaching and learning and support

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide staff with professional development opportunities to increase their knowledge of the CCSS	After School/ Extended Day	All	Principal/ILT	On-going	On-going		
Provide teachers with the necessary technology to support engaging learning opportunities for all students including those with disabilities.	Equipment/ Technology	All	Principal	Quarter 1	On-going		
To provide parents with the necessary tools to support student learning at home.	LSC/ PAC/ PTA	All	ILT	On-going	Quarter 1		
To purchase novel sets to support Literacy	Instructional Materials	All	Principal	On-going	Quarter 1		
To provide materials to support Math Instruction	Instructional Materials	All	Principal	On-going	Quarter 1		
To provide funds to support Science Instruction	Instructional Materials	All	Principal	On-going	Quarter 1		
To Provide funds for READ, LLC to support coaching, professional development and data analysis in Literacy	Professional Development	All	ILT	Summer 2012	On-going		
On track graduation and promotion must be carefully monitored. School teams will compare lesson plans, grades, weekly assessment data, quarterly assessment data and attendance.	Instruction	All	Administrators, ILT, Counselor, Teachers, Students and Parents	Quarter 1	On-going		
To provide students with Algebra course to prepare them for high school	Staffing	Other student group	Principal	Year 2			



Strategic Priority 1



Strategic Priority 2

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

Strategic Priority Description	Rationale
<p>Professional Learning: This priority will support teachers and administrators as we unpack the common core standards. Staff, community partners and parents will be afforded the opportunity to participate in professional learning communities that will support understanding the expectations of the CCSS. Training and development will be an integral part of accomplishing optimal learning opportunities.</p>	<p>We believe that the instructional staff needs to improve the way we develop and align units of study, lessons, and assessments with the common core state standards. In order to assure proper alignment of the aforementioned elements, the principal and assistant principal will increase the level of participation at grade level meetings. Although the principal meets regularly meet with teachers to discuss how data is driving</p>

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Based on student assessment data from Mclass, NWEA/Scantron, STEP and BAS, we will identify the professional development needs to improve instruction.	Professional Development	All	Administration and ILT	Summer 2012	On-going		
Teacher teams will be supported with analyzing data and making instructional decisions for meeting students needs.	Professional Development	All	Administration and ILT	Summer 2012	On-going		
Professional development will be provided for teachers as they unpack the CCSS and develop unit plans that engage students.	Professional Development	All	Administration and ILT	Summer 2012	On-going		
Teachers will engage in professional learning opportunities that will address REACH students	Instruction	All	Administration	Quarter 1	On-going		



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
Learning Climate, Culture and Attendance: This priority will support our "Calm Classroom" Initiative. We will continue to implement the Power to Change which helps students develop strategies to address anger. The staff will work collaboratively to implement PBIS and continue to offer extra curricular activities as well as academic supports. We will continue grade level and grade band attendance competitions that will ultimately increase	Based on the data extracted from the Consortium 5 Essentials, the School Progress report, and the data quality index from the CPS dashboard, students report that safety is a concern because their peers lack respect for themselves and others. The score received was 30 which indicated that we are weak in that area; however, students feel that they are in a supportive environment. It is our goal to decrease the suspension rate and foster

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
School-wide discipline and student achievement will be monitored through PBIS, Calm Classroom, attendance, honor roll, principal scholar, most improved, student of the week and student of the month.	Supplies	All	Asst. Principal	Quarter 1	On-going		
Develop a system to support communication between home and school	Supplies	All	Principal	Summer 2012	On-going		
Activities to engage parents and students will focus on developing a thirst for knowledge. We will host Literacy, Science and Math nights, Science Fair, Youth Empowerment and Career Week. There are also opportunities for showcases in art, music, and athletics. Student academic success will also be recognized: Improvement in grades and increased assessment data.	Parental Involvement	All	Teachers	Summer 2012	On-going		
School in partnership with community organizations will offer students opportunities to participate in extra-curricular activities such as fashion design, clubs, hip hop dance, Junior Beta club and other activities that peak their interest.	After School/ Extended Day	All	Teachers, administrators	Quarter 1			
Technology will be made available for students with disabilities. The goal is to close the achievement for the targeted students in relationship to their general ed peers.	Equipment/ Technology	Students With Disabilities	Teachers, Counselor, Case Manager	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

Action Plan

Monitoring

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



Strategic Priority 5

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

Table with 2 columns: Strategic Priority Description, Rationale

Action Plan

Monitoring

Main table with columns: Milestones, Category, Target Group, Responsible Party, Start, Completed, Status, Comments & Next Steps