



2012-2014 Continuous Improvement Work Plan

Robert A Black Magnet Elementary School

Skyway Elementary Network
9101 S Euclid Ave Chicago, IL 60619
ISBE ID: 150162990252086
School ID: 610350
Oracle ID: 29381



Mission Statement

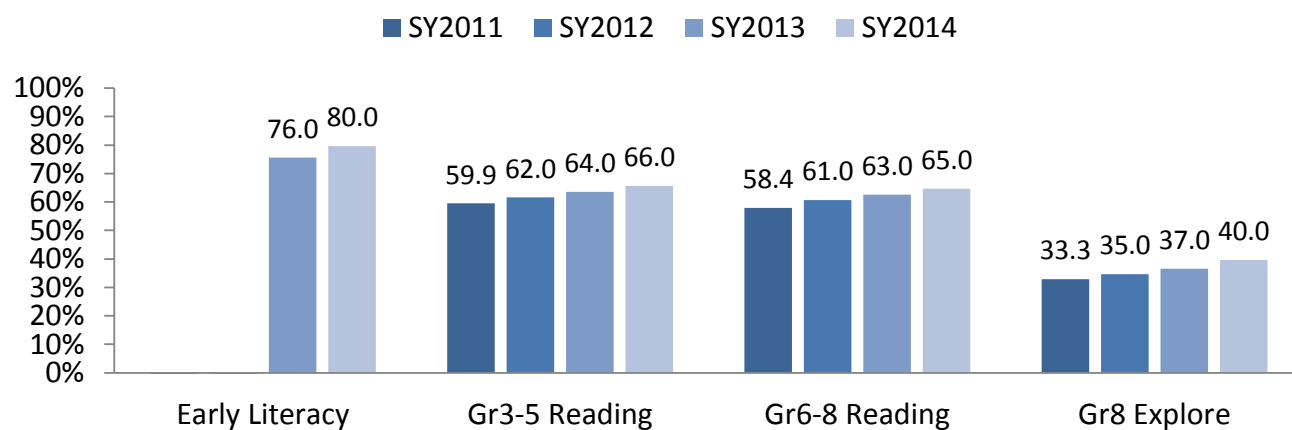
Robert A. Black Magnet School provides an exceptional educational program that instills high expectations, shapes caring, responsible and ethical citizens, promotes cultural awareness and fosters partnerships with families and the community . Students will develop the knowledge and skills necessary for successful individual achievement and to make all of them college and career ready in the least restrictive environment.

Strategic Priorities

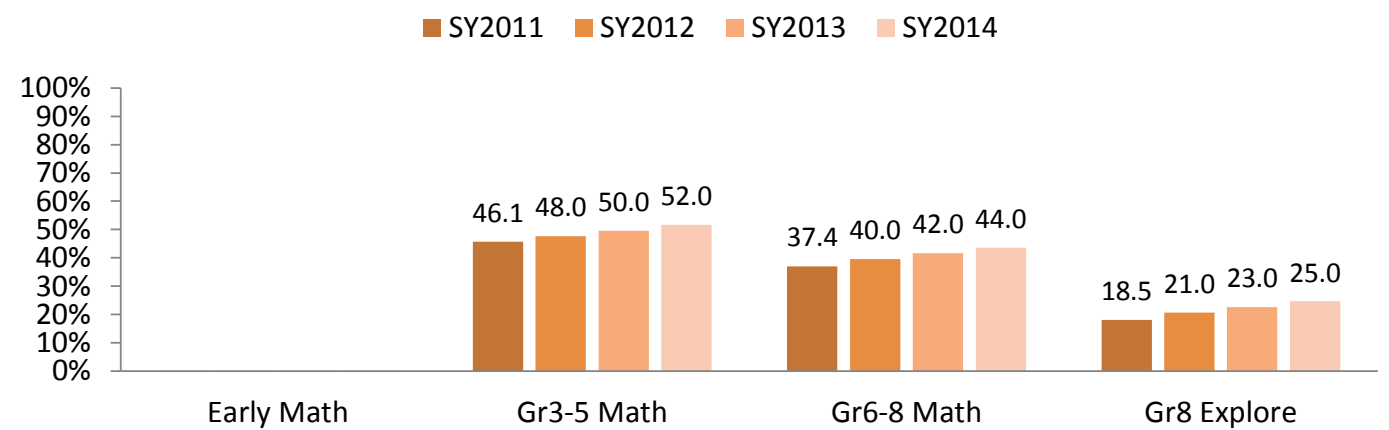
1. Meet school performance goals in literacy on NWEA and ISAT for all grades. Elevate literacy achievement with a strong focus on Common Core State Standards and moving more students from "meets" to "exceeding" state standards. Implement CCSS supported by academic vocabulary and high quality texts, including non
2. Meet school performance goals in math on NWEA and ISAT for all grades. Elevate math achievement with a focus on Common Core State Standards and moving more students from "meets" to "exceeding" state standards. Implement CCSS supported by
3. Meet school performance targets in science as measured on the ISAT for grades 4 and 7. Increase use of hands on science lessons for all grades. Update science materials to support the anticipated Next Generation Science Standards (NGSS).
4. Integrate technology throughout the curriculum at school and at home to effectively deliver high quality instruction.
5. Increase family & community involvement on a daily basis to support students, faculty & staff.

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:	Robert A Black Magnet 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
Thomas Little	Principal
Andrew McIntosh	Assistant Principal
Timothy Maynie	Lead/ Resource Teacher
Ruth Esparza	Classroom Teacher
Clintonia McNeal	Classroom Teacher
Megan Morrissey	Classroom Teacher
Angela Palmer-Holmes	Special Education Faculty
Helene Pearson	Counselor/Case Manager
Edward Carter	Classroom Teacher
Darnell Dowd	Classroom Teacher
Lionel Pittman	LSC Member
Stacey Wilson	Support Staff



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	4 mid-year	76.0	80.0		Early Math % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	59.9	62.0	64.0	66.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	46.1	48.0	50.0	52.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.7	65.0	68.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	73.1	75.0	80.0	85.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	58.4	61.0	63.0	65.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	37.4	40.0	42.0	44.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.4	58.0	63.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	54.0	58.0	62.0	66.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	33.3	35.0	37.0	40.0		Explore - Math % of students at college readiness benchmark	18.5	21.0	23.0	25.0



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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	96.0	96.5	97.0	97.5					
					Misconducts Rate of Misconducts (any) per 100	0.4	0.4	0.4	0.4

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	89.5	90.5	91.0	DNA		ISAT - Reading % of students exceeding state standards	21.0	24.0	28.0	DNA
ISAT - Mathematics % of students meeting or exceeding state standards	90.7	92.0	92.5	DNA		ISAT - Mathematics % of students exceeding state standards	20.1	23.0	26.0	DNA
ISAT - Science % of students meeting or exceeding state standards	86.0	87.0	88.0	DNA		ISAT - Science % of students exceeding state standards	6.5	10.0	13.0	DNA

School Effectiveness Framework

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	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>The school has clear measurable goals for student achievement as indicated in the CIWP. The school has a strategic plan to meet those goals that includes RTI and after school programming for both underachieving students and gifted students.</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The professional learning system includes whole staff development as well as opportunities for personal professional development in content areas and classroom management. The principal has a clear vision of best instructional practices and monitors teachers informally and formally. Principal provides many avenues of communication with families and supports families with a variety of services.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<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>Teachers are fully invested in the success of this school. Teachers are involved in leadership opportunities on the: ILT, cycle teams, RTI team, technology team, CWIP team, and Specialized Services team. There are also opportunities for teacher to serve as mentors, homeless coordinators, NCLB coordinators, and union representative. Teacher voice is valued and encouraged.</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 ILT is meets in a bi-weekly basis and is made up of respresenatives from each cycle team, specialized services, technology team, as well as building administrators. ILT members coloborate on improving teaching and learning school-wide. This includes strategic planning, on-going evaluation, and data analysis. The ILT supports teachers in advancing the school's mission and goals and provides a means for everyone to be involved in the decision making process.</p>	4
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>Data is analyzed many times throughout the school year beginning with ISAT data and MAP Data as it becomes available. This data is used to drive instruction and create targeted goals for students.</p>	3

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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. 	Curriculum scope and pacing is determined by individual teachers, but is driven by the state standards. Some grade levels use common units of instructions. Students with disabilities are supported with differentiated instruction using varied resources so that they can succeed in their learning.	
	Instructional materials ----->			4
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	All instructional materials are aligned with the standards and are supportive of students with disabilities.	
<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 ----->			4
<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>All school data is available to all teachers. Teacher use diagnostic, formative and summative assessment data to monitor student learning. Assessment accommodations and modifications are in place for students with disabilities according to their IEPs or 504 plans.</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 communicate the learning objectives to their students for each lesson and provide clear instructions for activities to be performed. Teachers use both low and high level questioning techniques to promote student thinking and understanding. Teachers scaffold learning to enable mastery and deep understanding of the material. Various assessment methods are used to monitor student progress.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<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>The tier 1 RTI process for determining which students are in need of intervention is inconsistent. The interventions that students receive are not always documented. However, students on tier 2 and 3 of RTI are being monitored and receive support via small group and individual instruction in and outside of the classroom.</p>	
Professional Learning	Whole staff professional development ----->			3
	<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 opportunities for staff are well planned and aligned to the school's priorities. The school responds to the needs of teachers and monitors the effectiveness of its professional development activities. Whole staff professional development is ongoing and relevant to teachers.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teacher teams collaborate on a bi-monthly schedule where they analyze assessment data and plan for instruction. Teams are inclusive of general education, special education, and resource teachers. Each teacher team has a representative on the ILT with protocols and processes in place for team collaboration.</p>	
DIMENSION 3: I	Instructional coaching ----->			1
	<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>There is currently no instructional coaching program in place.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<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 	High expectations for all students is the norm at this school. The school is executing an intentional plan for success of freshman year of high school. Students have many opportunities for leadership and are encourage to maintain health relationships with teachers and staff.	
	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. 	All students have an adult advocate who cares about them and supports them in achieving their goals. Teachers and students have respectful relationships and disrespectful behaviors are dealt with fairly using the Student Code of Conduct. Students with disabilities are included in all classes and activities school-wide.	
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. 	PBIS was implemented school-wide with limited follow through. There is a common school wide approach to student misconduct in terms of using the Student Code of Conduct for consequences and referrals. However we do not use a tiered approach to behavior intervention. Positive reinforcement is used widely in both buildings. Visitors and parents feel inclusive in our school settings.	

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	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. 	Parents are welcome at this school. The principal shares information concerning the school with parents as it becomes available so that parents can make informed decision concerning their children. Teacher provide clear and timely information on student progress via gradebook, telephone, text, email, and websites.	
	Ongoing communication ----->			4
	<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. 	Teachers and staff engage in ongoing communication with parents through several mediums including but not limited to: phone calls, texts, emails, gradebook and school/class websites.	
	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. 	This is a warm and friendly school. Parents and families are welcome and empowered to advocate for their children. There are many activities throughout the school year where parents and families can interact with the entire school community.	

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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. 	School provides required services to students within the school building and on occasions when the student may be unable to attend school because of medical reasons.	
	College & Career Exploration and election ----->			4
	<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. 	This school provides early and ongoing exposure to experiences and information necessary to make freshman year of high school successful.	
Academic Planning ----->			4	
<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. 	This school provides supports necessary for a successful freshman year in high school.		
Enrichment & Extracurricular Engagement ----->			3	
<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. 	This school provides some extracurricular and enrichment opportunities for students to build leadership skills, nurture talent, and increase engagement with the school.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	N/A	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			4
	<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. 	This school works to ensure effective transitions at each benchmark grade.	

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 ----->			4
	<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. 	School allocates discretionary spending to align with identified needs and priorities and maintains focus on use of resources for student achievement.	
	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. 	Hiring is conducted after a vacancy or expected vacancy is identified. Most recent hires have some prior relationship with the school (fomer student teacher or staff member).	
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. 	Schedule is designed based on number of minutes per course subject. Teacher teams have common planning times that allow for regular collaboration. Interventions for struggling students happen during regular class time and dedicated periods during the week.	

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

Robert A. Black Magnet School provides an exceptional educational program that instills high expectations, shapes caring, responsible and ethical citizens, promotes cultural awareness and fosters partnerships with families and the community . Students will develop the knowledge and skills necessary for successful individual achievement and to make all of them college and career ready in the least restrictive environment.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Meet school performance goals in literacy on NWEA and ISAT for all grades. Elevate literacy achievement with a strong focus on Common Core State Standards and moving more students from "meets" to "exceeding" state standards. Implement CCSS supported by academic vocabulary and high quality texts, including non fiction titles.	<p>The Fall 2011 NWEA MAP data shows that 83.7 % of students have above average projected proficiencies for ISATReading and 52.2% of students have positive Reading growth indexes. Unfortunately, this means that 47.8 of our students are not meeting their growth targets.</p> <p>In order to combat this problem it is necessary to not only update to current instructional materials but to audit programs in place and provide more support to teachers and students in terms of professional development and more (online) resources/tools to stimulate growth.</p> <p>Our goal is to reduce the 47.8% of students with negative growth indexes to positive indexes. This will be accomplished by auditing the existing Literacy curriculum, updating to the new common core state standards, aligning the curriculum (vertical) to minimize gaps in instruction, and providing interventions that will drive student achievement.Using Common Core State Standards</p>

2	Meet school performance goals in math on NWEA and ISAT for all grades. Elevate math achievement with a focus on Common Core State Standards and moving more students from "meets" to "exceeding" state standards. Implement CCSS supported by	.The Fall 2011 NWEA MAP data shows that 85.3 % of students have above average projected proficiencies for ISAT Math and 52.1% of students have positive Reading growth indexes. Unfortunately, this means that 48% of our students are not meeting their growth targets. In order to combat this problem it is necessary to not only update to current instructional materials but to audit programs in place; provide more support to teachers and students in terms of professional development; and more (online) resources/tools to stimulate growth. Our goal is to reduce the 48% of students with negative growth indexes to positive indexes. This will be accomplished by auditing the existing Math curriculum, updating to the new common core state standards, aligning the curriculum (vertical) to minimize gaps in instruction, and providing interventions that will drive student achievement. Finally, Robert A. Black is a magnet school with a focus of math and science.
3	Meet school performance targets in science as measured on the ISAT for grades 4 and 7. Increase use of hands on science lessons for all grades. Update science materials to support the anticipated Next Generation Science Standards (NGSS).	According jto the 2011 Performance Policy report, 84.5% of our students met or exceeded state standards in science. However, there were standards that some of our students scored lower on compared to other standards including matter, energy and forces. This will be a focus point as we work to meet school performance targets in science in the coming two years. Finally, Robert A. Black is a magnet school with a focus of math and science.
4	Integrate technology throughout the curriculum at school and at home to effectively deliver high quality instruction.	The use of interactive whiteboards, Elmo projectors, laptop/desktop computers and other related equipment will make learning fun and teaching more meaningful. We expect using technology will help drive student achievement to the next level while supporting CCSS at Robert Black School.
5	Increase family & community involvement on a daily basis to support students, faculty & staff.	One of the most important factors in a school's ability to succeed is the level of parent/community involvement. In the past we have enjoyed a high level of involvement from parents; however, we need to take the necessary steps to increase their presence in the school. We want parents to feel more engaged and satisfied with our school. According to the SY11 School Progress Report, 55% and 46% of parents felt engaged and satisfied, respectively. We also need to focus on bringing in more external partners who can provide us with financial resources.

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
Meet school performance goals in literacy on NWEA and ISAT for all grades. Elevate literacy achievement with a strong focus on Common Core State Standards and moving more students from "meets" to "exceeding" state standards. Implement CCSS supported by academic vocabulary and high quality texts, including non fiction titles.	The Fall 2011 NWEA MAP data shows that 83.7 % of students have above average projected proficiencies for ISATReading and 52.2% of students have positive Reading growth indexes. Unfortunately, this means that 47.8 of our students are not meeting their growth targets. In order to combat this problem it is necessary to not only update to current instructional materials but to audit

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Column1	Comments & Next Steps
For grades K - 5 conduct an audit of our current reading series <i>Imagine It!</i> aligned to CCSS to determine an appropriate level of writing support that exists within it.	Instructional Materials	All	K - 5 faculty & ILT	Summer 2012	Summer 2012	On-Track	
obtain supplemental writing program for all grades with a focus on writing mechanics, grammar and punctuation	Instructional Materials	All	K-8 faculty & ILT	Summer 2012	Summer 2012	On-Track	
Increase the use of Library/Media Center in instructional literacy goals. Increase by 50% the number of non-fiction books available at each location. Relocate the branch library to the lower level of the building.	Other	All	Librarian, ILT & Custodian staff	Summer 2012	On-going		
Update 6th-8th grade Reading basils (Reading, Language Arts, & Writing) to Common Core editions and include online vesions and interactive versions for special education students. Invest in supplemental nonfiction texts.	Instructional Materials	All	6th-8th faculty & ILT	Summer 2012	Summer 2012	On-Track	
Expand Townsend Press vocabulary curriculum to include 4th and 5th grades as recommended by CCSS. All 4th - 8th grade students will have supplemental academic vocabulary materials to support CCSS.	Instructional Materials	All	4th-8th faculty & ILT	Summer 2012	Summer 2012	On-Track	
Implement a balanced reading program in each grade band that incorporate curriculum from basil series, novels, and various non-fiction texts.	Instruction		K-8 faculty & ILT	Summer 2012	On-going	On-Track	
Host a Family Literacy Night (i.e. Poetry Jam, Storytelling, etc.)	Parental Involvement	All	K-8 faculty & ILT	Quarter 1	Quarter 4		
Purchase TPRS (Total Physical Response) novels for 4th-8th Spanish	Instructional Materials	All	Spanish teaacher & ILT ,	Quarter 1	Quarter 2		



Strategic Priority 1

Redistribution and/or purchasing of Webbooks for in-class assessments. (i.e. accelerated reader, study island, key skills, etc.).	Equipment/Technology	All	Principal, Assistant Principal, & Tech Coordinator	Summer 2012	On-going		
Purchase of online resources for special education students (i.e. brainpop, edhelper, etc.)	Instructional Materials	Students With Disabilities	Special Education Faculty & ILT	Quarter 1	On-going		
Professional development in properly using online-based instructional materials.	Professional Development	All	All faculty/staff & ILT	Quarter 1	On-going		
Professional development in differetiating instruction, best practices, data driven instruction, and assessment.	Professional Development	All	All faculty/staff & ILT	Quarter 1	On-going		
Encourage participation in professional organizations and attend national conferences (i.e. NMSA, NCTE, etc).	Professional Development	All	All faculty/staff & School administration	Quarter 1	On-going		
Develop a plan to transition from hard copies of student textbooks to online versions.	ILT/ Teacher Teams	All	All faculty & ILT	Summer 2012	On-going		
Establish classroom novel kits.	Instructional Materials		School librarian & ILT	Summer 2012	On-going		
Implement an after school tutoring program aligned to the longer school day and CCSS to provide remedial instruction and reteaching for students not at their grade level	After School/ Extended Day	Other student group	ILT and select faculty and staff	Quarter 2	Quarter 3		

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
Meet school performance goals in math on NWEA and ISAT for all grades. Elevate math achievement with a focus on Common Core State Standards and moving more students from "meets" to "exceeding" state standards. Implement CCSS supported by	.The Fall 2011 NWEA MAP data shows that 85.3 % of students have above average projected proficiencies for ISAT Math and 52.1% of students have positive Reading growth indexes. Unfortunately, this means that 48% of our students are not meeting their growth targets. In order to combat this problem it is necessary to not only update to current instructional materials but to audit

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	e math
Fully implement K-8 CCSS Math standards.	Instruction	All	All faculty & staff	Quarter 1	On-going		
Audit current 4th-8th grade Math textbooks and obtain CCSS correlation guides from publishers.	Instructional Materials	All	Math Coach	Summer 2012	Summer 2012		
Research and update Math textbooks that are not aligned with CCSS.	Instructional Materials	All	Math Coach & Math Teachers	Quarter 1	Year 2		
Schedule one extra Math class (1hour) per week devoted exclusively to computation skills and problem solving.	Instruction	All	Math Teachers & ILT	Summer 2012	On-going		
Research and purchase software and subscriptions for math skill interventions/enrichment (i.e. Khan Academy, accelerated math, etc.)	Instruction	All	All faculty & Tech Coordinator	Summer 2012	On-going		
Implement an after school tutoring program aligned to the longer school day and CCSS to provide remedial instruction and reteaching for students not at their grade level	After School/ Extended Day	All	ILT, Select faculty & staff	Quarter 2	Quarter 3		
Audit Math classrooms for math manipulatives and replace as necessary.	Instructional Materials	All	Math Coach & Asst. Principal	Summer 2012	Quarter 1		
Professional development in assessment with specific focus on performance tasks.	Professional Development	All	All faculty & ILT	Quarter 1	On-going		
Continue professional development with K-3 teachers in implementing CCSS Math with students.	Professional Development	All	K-3 faculty & ILT	Quarter 1	On-going		
Professional development in Singapore Number Sense.	Professional Development	All	All faculty & ILT	Quarter 1	On-going		
Redistribute and/or purchase webbooks for in-class interventions and assessments.	Equipment/ Technology	All	Tech Coordinator, Principal & Asst Principal	Summer 2012	Quarter 1		
Family Math Night (i.e. kick off CCSS Math, games, strategy, logic, codes, constructions, etc.)	Parental Involvement	All	All faculty & ILT	Quarter 2	Quarter 4		



Strategic Priority 2

Purchase of online resources for special education students (i.e. brainpop, edhelper, etc.)	Instructional Materials	Students With Disabilities	Special Education Teacher, Principal & Asst Principal	Summer 2012	On-going		
Encourage participation in professional organizations and attend national conferences (i.e. NMSA, NCTE, etc).	Professional Development	All	All faculty & staff	Quarter 1	On-going		



Strategic Priority 3

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

Strategic Priority Description	Rationale
Meet school performance targets in science as measured on the ISAT for grades 4 and 7. Increase use of hands on science lessons for all grades. Update science materials to support the anticipated Next Generation Science Standards (NGSS).	According to the 2011 Performance Policy report, 84.5% of our students met or exceeded state standards in science. However, there were standards that some of our students scored lower on compared to other standards including matter, energy and forces. This will be a focus point as we work to meet school performance targets in science in the coming two years. Finally, Robert A. Black is a magnet school with a focus

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teach the component parts of Scientific Method (Problem, Hypothesis, listing Materials used, Procedure (sequence) Recording data whether qualitative - observations or quantitative - taking measurements, creating a graph - where appropriate and write a paragraph (summary/conclusion) about their findings.	Instruction	All	K - 8 faculty	Quarter 1	On-going		
Perform and record qualitative (describe what you see, smell, taste, hear, feel) and quantitative analysis (measurements based on tools of measurement).	Instruction	All	K - 8 faculty	Quarter 1	On-going		
Engage in Learner centered hands on activities/investigations which help prepare the student to learn more abstract ideas.	Instruction	All	K - 8 faculty	Quarter 1	On-going		
Rehearse with students at least 1 science vocabulary development strategy schoolwide: Frayer Model highly recommended	Instruction	All	K - 8 faculty	Quarter 1	On-going		
Use of ISAT coach books for science for grades 4 and 7	Instructional Materials	Other student group	4th and 7th grade faculty	Quarter 1	On-going		



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
Integrate technology throughout the curriculum at school and at home to effectively deliver high quality instruction.	The use of interactive whiteboards, Elmo projectors, laptop/desktop computers and other related equipment will make learning fun and teaching more meaningful. We expect using technology will help drive student achievement to the next level while supporting CCSS at Robert Black School.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Giving faculty and staff adequate professional development on the use of new technology in the school for daily instructional use	Professional Development	All	Principal, Assistant Principal, Technology Coordinator, Computer Teacher	Quarter 1	On-going		
4th -8th grade students will be able to collaborate with their peers on various technology assignments through the implementation of Google Docs and Microsoft office	Instruction	Other student group	Teachers, students	Quarter 1	On-going		
Each student in grades 7 and 8 will have access to his or her own eReader which will be loaded with materials aligned to the Common Core State Standards	Equipment/Technology	Other student group	Technology Coordinator	Quarter 1	On-going		
Students will become computer literate by being introduced to difference components of computers and how to use them for personal and educational purposes.	Instruction	All	Teachers, students	Quarter 1	On-going		
6th, 7th and 8th grade students will be taught how to adequately edit photographs, video and other digital visual art by utilizing editing software.	Instruction	Other student group	Teahcers, students	Quarter 1	On-going		
Students, faculty and staff will be contributing to the environment by transitioning from using less paper to using more technology as a tool of communicating to parents and learning materials for students.	Equipment/Technology	All	Students, faculty and staff	Quarter 1	On-going		
Encouraging our 6th, 7th and 8th grade students to be active partners in drivng engaging technology project based assignments with the real world	Instruction	All	Students	Quarter 1	On-going		



Strategic Priority 4

Students will learn to operate both types of platforms using Apple and PC operating systems and software	Equipment/ Technology	All	Computer teacher, students	Quarter 1	On-going		
Exposing our intermediate students to content areas with the intergration of technology that promotes a deeper understanding of complex ideas and introduces the studentns to project based learning.	Instruction	Other student group	Intermediate grade faculty, students and computer teacher	Quarter 1	On-going		
Primary grade students will utilize more assessment based software that has varied instructional levels to help the teacher move students to the next learning tier.	Instructional Materials	Other student group	Primary cycle faculty	Quarter 1	On-going		
Begin to replace teacher laptop computers that are outdated, slow and in some cases are nonfunctional.	Equipment/ Technology	All	Technology Coordinator	Summer 2012	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.

Table with 2 columns: Strategic Priority Description, Rationale. Description: Increase family & community involvement on a daily basis to support students, faculty & staff. Rationale: One of the most important factors in a school's ability to succeed is the level of parent/community involvement. In the past we have enjoyed a high level of involvement from parents; however, we need to take the necessary steps to increase their presence in the school. We want parents to feel more engaged and satisfied with our school. According to the SY11 School Progress Report, 55% and 46% of parents felt engaged and satisfied,

Action Plan

Monitoring

Table with 8 columns: Milestones, Category, Target Group, Responsible Party, Start, Completed, Status, Comments & Next Steps. Contains 5 rows of data for milestones like 'Increase parent participation in monthly LSC meetings', 'Family Literacy Night', etc.



Strategic Priority 5

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