



2012-2014 Continuous Improvement Work Plan

Calmecca Academy of Fine Arts and Dual Language

Pershing Elementary Network
3456 W 38th St Chicago, IL 60632
ISBE ID: 150162990252934
School ID: 610353
Oracle ID: 26821



Mission Statement

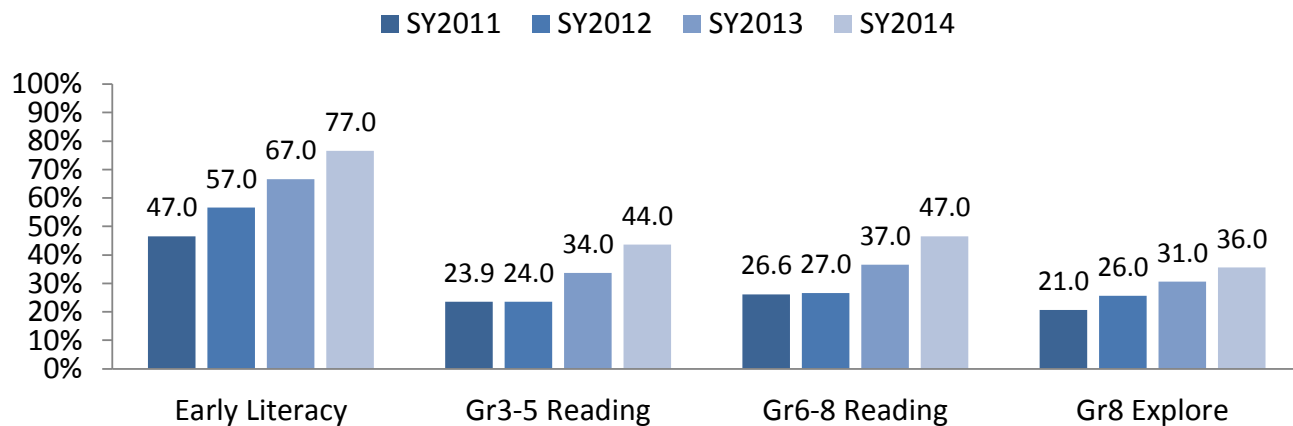
In pursuit of our vision, Calmecca Academy of Fine Art & Dual Language is committed to provide a program which academically engages students in meaningful learning experiences, structured to improve Reading excellence, foster intellectual, social, artistic and technological skills supported by community partnerships and by encouraging parental and family involvement.

Strategic Priorities

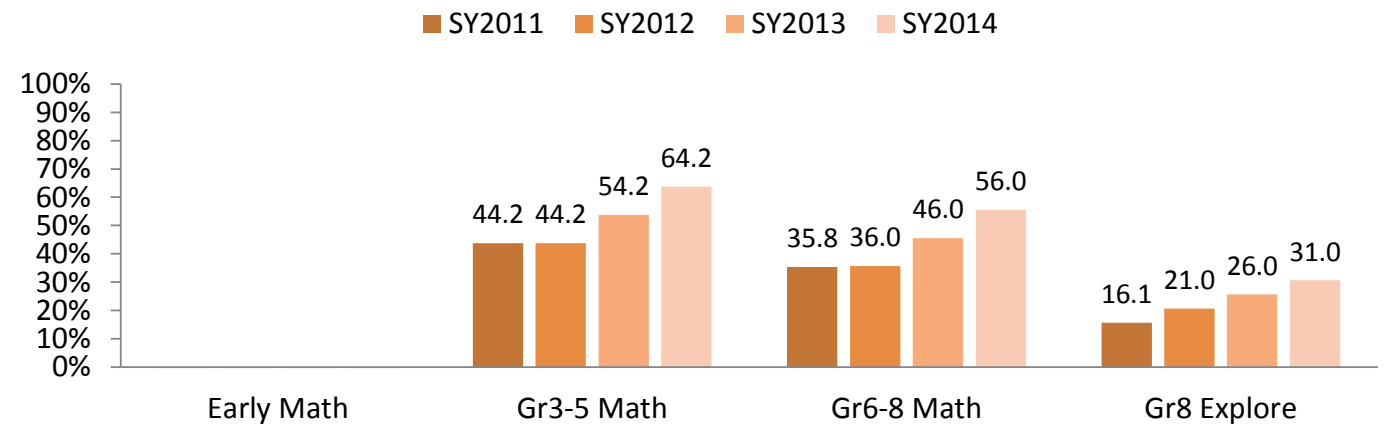
1. Increase English and Spanish (Dual Language) literacy skills and strategies, embedding RTI principles in all levels of instruction so that students can apply these skills to comprehend and apply a broad range of literacy materials across the curriculum.
2. Teachers deliver Common Core aligned mathematical instruction embedded with RTI supports by integrating technology across curriculum.
3. We will continue to promote a positive school culture and climate that involves all school community (family, teachers, staff and students) for the purpose of nurturing and developing core educational and family values.

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:	Calmecca Academy of Fine Arts and Dual Language

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
Frances Garcia	Principal
Sylvia Orozco-Garcia	Assistant Principal
Terry Sanders	Special Education Faculty
John Piegari	Classroom Teacher
Ana Romero	Classroom Teacher
Claudia Chavez	Classroom Teacher
Claudia Ceballos	LSC Member
Sandra Hernandez	Classroom Teacher
Brenda Rodarte	Classroom Teacher
Angel Galan	Classroom Teacher
Jose Hernandez	LSC Member
Sonia Mercado	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	47.0	57.0	67.0	77.0		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	23.9	24.0	34.0	44.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	44.2	44.2	54.2	64.2
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	52.8	52.8	62.8	72.8		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	64.5	64.5	74.5	84.5
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.6	27.0	37.0	47.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	35.8	36.0	46.0	56.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.3	50.0	60.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	49.8	50.0	60.0	70.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	21.0	26.0	31.0	36.0		Explore - Math % of students at college readiness benchmark	16.1	21.0	26.0	31.0



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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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.5	97.0	97.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	1.9	1.9	1.9	1.6

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	67.9	72.9	77.9	82.9		ISAT - Reading % of students exceeding state standards	10.3	15.3	20.3	25.3
ISAT - Mathematics % of students meeting or exceeding state standards	79.1	84.1	89.1	94.1		ISAT - Mathematics % of students exceeding state standards	13.9	18.9	23.9	28.9
ISAT - Science % of students meeting or exceeding state standards	75.2	80.2	85.2	90.2		ISAT - Science % of students exceeding state standards	6.4	11.4	16.4	21.4

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. 	<ul style="list-style-type: none"> The school has established clear goals in the areas of literacy and math aimed at improving student achievement, however, Calmecca is a new school and has matriculated an additional 100 students within the past year. This creates a challenge in moving forward with the established goals. The ILT and the CWIP teams have worked earnestly toward fine-tuning the school's action plan and identifying key priorities based on data and feedback from the network to advance student achievement. 	
	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. 	<ul style="list-style-type: none"> Principal creates an academic environment where all staff members, including teachers are learners and are continuously encouraged to attend professional development and add to ones' credentials by furthering his/her own education. Principal has utilized teacher input in creating the school vision and emphasizes best practices for students in order to create curriculum tailored to students' needs. •Progress monitoring is key to our instructional plan. Principal has established a culture in which the goal for all students is to pursue university studies and professions requiring advanced degrees. She has created numerous partnerships with universities, and art organizations which directly impact students and their exposure to professional opportunities. Principal consistently reaches out to our parent community through various projects, forums and trainings with the ultimate goal being empowered parents who support their children's education and develop strong families. 	

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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 demonstrate effective leadership through strong decision-making skills in many areas. Teachers collaborate to promote professional growth in areas such as:</p> <ul style="list-style-type: none"> •Professional Learning Groups •Instructional Leadership Team •Dual Language/Bilingual Committee •Literacy Committee •CIWP Committee •Grant Writing Team •Grade Level and Cycle Teams •Science Collaborative •Math Collaborative and Algebra Initiative •Teachers host weekly faculty meeting to share effective strategies /new learning from PD •Teachers lead professional development in the areas of: Dual Language, Writer's Workshop, Reader's Workshop, and Cooperative Learning •Cycle meetings are agenda-driven culminating in next steps for the following meeting •Teachers are given every opportunity to express opinions and 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> The principal takes on the role of facilitator, while the teachers take the roles of time keeper, agenda creator, note taker, and discussion leader. The ILT is representative of each grade cycle and departments including dual language, resource teachers, and special education working together to make decisions regarding the allocation of funds, policies, and curriculum. The ILT drives decisions about curriculum to ensure vertical and horizontal alignment, and also works to ensure equal distribution of resources. The ILT facilitates communication among the staff, but lacks sufficient reflection in regards to post- evaluations of decisions made. The ILT regularly analyzes qualitative and quantitative data to monitor the school's improvement plan. 	
Monitoring and adjusting			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<ul style="list-style-type: none"> Teachers regularly analyze assessment data at grade level, cycle level, and school wide. The school is assisted by the network OCS Data and evaluation team to present data to teachers in a format from which teachers can immediately begin planning and/or seek additional resources to help students advance. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Each grade level is presently developing a Scope and Sequence aligned to the CCSS that should be covered in Language Arts for all grades. Each grade level is developing common units of Instruction aligned to the CCSS. Selected reading and social studies texts are appropriate for students based on their Lexile level, language capacity, and cultural significance. Short and long term planning includes differentiated instruction across all content areas to address the needs of ELL and special education students. 	
	Instructional materials ----->			2
	<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). 	<ul style="list-style-type: none"> Each grade level has access to supplemental reading materials (book room), some common instructional materials, and text books in Spanish and English that are aligned to the CCSS. Instructional materials are supportive of ELL students, Special education, and students in the Dual Language program, but we require additional resources (technology, texts, etc.) to create a comprehensive school-wide program. 	
<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. 	<ul style="list-style-type: none"> • Each grade level team administers multiple formal and informal assessments. District assessments include: DIBELS, IDEL, Scantron, ISAT, EXPLORE, DWWA, ACCESS, Algebra Exit Exam, and CC Quarterly. Informal assessments include DRA, Fountas & Pinnell Benchmark assessment, and grade level created assessments developed at grade level meetings. • Grade level meetings were conducted to discuss school-wide and grade-level data with the Network data analyst to develop a plan of action targeting at-risk and high performing students. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Students are aware of the standards-based learning objectives and the relevance of their learning through clear and explicit teacher communication provided both visually and orally. • Learning objectives are purposefully selected based on the results of student data from assessments (Scantron, DIBEL, IDEL) and informal observations of student learning. • Teachers use multiple strategies and methods of instruction (student groupings, organizers, technology, progress monitoring, and authentic assessments) to reach all learners. • Teachers use Bloom’s Taxonomy and Marzano’s 9 instructional strategies in their instruction to promote critical thinking. 	

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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. 	<ul style="list-style-type: none"> Intervention are developed and executed by the classroom teachers with limited supports to provide regular progress monitoring and feedback. 	
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. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff PD aligned to school-wide priorities and growth goals. The school has a method of continually monitoring the effectiveness of all PD (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded, and relevant to teachers. The Instructional leadership Team (ILT) has been attending monthly trainings in an effort to implement the Common Core Standards, align curriculum, develop curricular maps, and train teachers to prepare them for instructional shifts. 	

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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. 	<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 of results in student learning. Teams are supported by an ILT member or team leader Teachers have protocols or processes in place for team collaboration. Data Analysis Dual Language and Professional Learning Groups Literacy Differentiated Instruction Curriculum Design Vertical and Grade Level Meetings 	
	Instructional coaching ----->			4
	<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>At Calmecca grade level teams plan and discuss their needs. Teachers identify what needs to be improved. They meet periodically as staff under the direction of Principal Garcia to establish guidelines from within CPS Common Core Standards. Common planning is a priority here at Calmecca; teachers learn from one another and also discuss weakness to work on areas that need improvement. Here at Calmecca Principal Garcia pairs new teachers with experienced teachers to provide formal as well as constructive criticism. Peer coaching and cross classroom visitation is also used as a form of coaching.</p> <p>Evidence:</p> <ul style="list-style-type: none"> International Reading Assoc. Training Dual Language training out of state Assigned mentors for each new teacher Monitor students’ progress based on students data 	

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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 	<ul style="list-style-type: none"> All staff members understand and support high expectations as well as feel a part of creating a culture aimed at building students' intellect and continued academic success. Melcon writing, extra-curricular classes and activities such as music, dance and art act a strong support for academic success and emotional support. Staff has developed plans building students' awareness and abilities to aim for continuing with university studies after high school. School counselor provides opportunities for students to explore future career options. Explore assessment corresponds with SAT exam, algebra class allows for earning high school credits 	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> All students have adults on staff that support and advocate for them in times of need. Afterschool programs have allowed for consistent and more quality time between students and staff. School has a school counselor, social workers and a nurse available to students. There is consistent and active communication between school and home. Patterns of behavior whether student to student, student to adult, and adult to adult are respectful interactions with the intent always to help and serve each other in a fair and appropriate manner . Teachers and staff promote a positive environment and intervene in situations with students requiring parent conferences and/or several teachers. 	
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. 	<ul style="list-style-type: none"> The discipline policy is school-wide, consistent and made known to our students and families, with its focus on reinforcing positive behavior. Parents are given the discipline policy booklet outlining CPS guidelines. Teachers are encouraged to be the primary disciplinarians in their classrooms and have support from administration as necessary and appropriate. In the handling of discipline issues, our school uses a positive approach involving community service 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> The principal has made evident the history of our school as well as sets forth the goals for our student body in relation to academic success. There are clear goals outlined in addressing the standards and our intent in aligning with national standards. Principal plans meetings where parents are made aware of academic expectations from PreK-8th grade as well as their role in promoting children's on-going learning. Teachers are made aware of the benchmarks that must be achieved at every grade level and are clear to students and parents about what that looks like. Teachers have informed students on their own progress and in some cases chart expectations visually for students to clearly see and understand. 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Principal and administration sustain an open door policy with families and community members. The school also acts as a forum for community events and/or gatherings. Our school offers parents workshops which assist them in working with their children at home raising student achievement. School sends out regular newsletters and calendars. Teachers communicate regularly and on a consistent basis 	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> School creates a welcoming environment that is non-threatening. The school's mission focuses on the arts, language and culture and in turn consistently creates events, workshops, and opportunities for engaging the community in support of this mission. 	

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
6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> Program assists in identifying families that are high need and high risk to refer to supplemental services using state/federal and local level resources that include financial, nutritional, medical, legal and social-emotional support services ; including but not limited to financial, legal, supplemental, medical, or has the resources where to direct needy families. 	
	College & Career Exploration and election ----->			2
	<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. 	<ul style="list-style-type: none"> The school provides an environment with high educational expectations to encourage students to enroll in selective programs and to have college as an end in mind. The school counselor and the seventh/eighth grade teachers advise the students about high school choices. This staff explains 	
Academic Planning ----->			3	
<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. 	<ul style="list-style-type: none"> The school provides students with algebra classes and participates in the Algebra Exit Exam to enable students to participate in advanced and honors classes in high school. Teachers are provided with advanced training in MELCON, argumentative writing, via Pershing Network to enable students to qualify for selective high schools and to increase scores on Explore. The school requires teachers to participate in network trainings for college readiness, Explore data interpretation, and post data curriculum design. Teachers use authentic informal assessments, Scantron, and 		
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. 	<ul style="list-style-type: none"> Students and teachers engage in active learning to develop a curriculum that is relevant, challenging, integrative, and exploratory for the purpose of creating an enriched learning environment. The school provides students with instructive field trips, in 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 ----->			3
	<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. 	<ul style="list-style-type: none"> College Readiness benchmarks are identified on teacher lesson plans to prepare students with prerequisite skills needed to succeed on post secondary assessments. Eighth grade students complete the Explore exam and have discussions on how the data will be used in high schools and 	
	College & Career Admissions and Affordability ----->			2
	<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. 	<ul style="list-style-type: none"> The school uses an Explore career interest survey. It is intended to help middle school students gain a better understanding of the subject areas and career choices that are most appealing to them. The results are used to provide students/school with assistance in learning about the specific occupations that are right for them, or even choosing a major in college that's parallel to their interests. 	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> The school ensures that students are prepared for the transitions from one grade to the next. Professional development is provided for teachers to analyze and identify student data from Explore, IDEL, DIBBELS, and Scantron testing. Teachers use data to progress monitor students in all grades including "benchmark" grades. For eighth grade students, the school provides field trips to high schools and an after school programming that prepares students for high 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 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. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs. Art partnerships include: FACETS Multimedia theater group in collaboration with the International Children film festival, Columbia College internships, Mexican Fine Arts Museum residents program, Old Town School of Music, and Changing Worlds. Purchased technological materials include: Smart Boards, LCD projectors, I-pads, Head Sprout software, Mimeo technology, online subscription for supplemental materials for Social Studies. Outside funding and donors include: Donors Choose funding. 	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> On the My Voice Survey: 56% of teachers report (Nearly all of the time) that they feel responsible to help each other do their best. 40% report they feel this way (most of the time). Human resources include: Aides assigned for special-needs students based on their IEPs and 504 plans. Funds are allocated for additional staff (1 music teacher, 0.5 art teacher, 3 classroom teachers, 2 teacher assistants, 1 community representative) to lower class sizes and include arts integration. Grade level teams are assembled to include combination of knowledge and expertise. This includes weekly whole staff meetings, weekly cycle meetings, and weekly grade level meetings. However, there is a need for ongoing cycle feedback. 	
Use of Time ----->			2	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> Teachers in the middle school developed their own schedule to meet the needs of the students and the state requirements. The staff has limited time to meet with Special education and resource teachers. Resources and funding are provided to help struggling students through after school tutoring. On the My Voice Survey, students have reported to their teachers that they have trouble around 89% of the time (44% agree and 45% strongly agree). 	

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

In pursuit of our vision, Calmecca Academy of Fine Art & Dual Language is committed to provide a program which academically engages students in meaningful learning experiences, structured to improve Reading excellence, foster intellectual, social, artistic and technological skills supported by community partnerships and by encouraging parental and family involvement.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase English and Spanish (Dual Language) literacy skills and strategies, embedding RTI principles in all levels of instruction so that students can apply these skills to comprehend and apply a broad range of literacy materials across the curriculum.	Although the trends of our state data demonstrate an upward momentum, our most recent results indicate that 68% of our students are meeting or exceeding state standards in Reading. However, nationally only 45% of our students are meeting their End-of-Year growth targets in Reading as measured by Scantron.
2	Teachers deliver Common Core aligned mathematical instruction embedded with RTI supports by integrating technology across curriculum.	In Math, 79% of our students are meeting or exceeding state standards, while only 48% are meeting their End-of-Year growth targets in Math as measured by Scantron. As we move into the Common Core State Standards, we are very aware of the need to improve these outcomes. It is our vision to achieve this goal by providing an intentionally focused curriculum that incorporates Common Core Standards and research-based learning opportunities that are rigorous, technologically driven, meaningful, and inviting for students.
3	We will continue to promote a positive school culture and climate that involves all school community (family, teachers, staff and students) for the purpose of nurturing and developing core educational and family values.	Calmecca Academy will create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner. These core values will build on the concepts of community, responsibility, college readiness, global awareness, social justice, accountability, & advocacy keeping in mind the 21st century goals of public education.
4		
5		

Strategic Priority 1

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

Strategic Priority Description	Rationale
Increase English and Spanish (Dual Language) literacy skills and strategies, embedding RTI principles in all levels of instruction so that students can apply these skills to comprehend and apply a broad range of literacy materials across the curriculum.	Although the trends of our state data demonstrate an upward momentum, our most recent results indicate that 68% of our students are meeting or exceeding state standards in Reading. However, nationally only 45% of our students are meeting their End-of-Year growth targets in Reading as measured by Scantron.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a literacy team consisting of members from each grade cycle, special education, resource cycle, and RTI.	ILT/ Teacher Teams	All	Administration, Teachers	Summer 2012	Summer 2012	On-Track	
Align the Calmecca Reading Handbook (Scope and sequence) to CCSS, WIDA, and Spanish Instruction standards.	ILT/ Teacher Teams	All	Administration, Teachers	Summer 2012	Summer 2013	On-Track	
Establish an RTI team.	ILT/ Teacher Teams	All	Administration, Case Manager, Teachers (gen.ed & sp.ed)	Summer 2012	Quarter 1	On-Track	
Provide professional development on implementing RTI, identifying students that require tier 2 and tier 3 interventions, and implementing and monitoring interventions within the classroom.	Professional Development	All	Administration, Case Manager, Teachers (gen.ed & sp.ed)	Quarter 1	On-going	On-Track	
Purchase materials to be used in the classroom to support small group RTI interventions.	Instructional Materials	All	Administration	Summer 2012	On-going	On-Track	
Purchase additional ipads/technology to be used in the classroom to support small group RTI Reading interventions.	Equipment/ Technology	All	Administration, Technology Coordinator	Summer 2012	On-going	On-Track	
ILT/Data team will review current student data from NWEA to monitor the student progress to determine the effectiveness of technology and RTI interventions in Reading/Language Arts instruction.	ILT/ Teacher Teams	All	ILT/Data Team	On-going	Year 2	On-Track	
Establish time for the literacy committee to review needs (protected book lists, whole group, and literature circle) and create a list of materials that align to the Common Core Standards and can be used with RTI supports.	Other	Not Applicable	Literacy committee	Summer 2012	Quarter 1	On-Track	

Strategic Priority 1

Provide professional development on best practices in literacy instruction that implement Marzano's Nine Essential Instructional Strategies and Charlotte Danielson's principles.	Professional Development	All	Administration, Teachers	On-going	Year 2	On-Track	
The Literacy committee will review curricula to inventory which Common Core Standards are being covered by current textbooks and materials; purchase supplemental materials covering all missing gaps in the standards.	Instructional Materials	All	ILT/Admin. Literacy committee	Summer 2012	Year 2	On-Track	
Provide for family literacy and dual language nights in the first quarter to both involve families and strengthen school/home connection.	Parental Involvement	All	Administration and Literacy committee	Quarter 1	Year 2	On-Track	
Purchase supplies to support implementation of Common Core Standards.	Supplies	All	Administration	Summer 2012	On-going	On-Track	
Implement Parents as Readers and/or Parent Literacy Circles in the Classroom (both languages).	Parental Involvement	All	Administration and Literacy committee	Quarter 1	On-going	On-Track	
Provide substitute services to free teachers to observe best practices in other classrooms.	Instruction	All	Administration	Quarter 1	On-going	On-Track	
Staff are provided ongoing professional development opportunities in Dual Language Instruction and Curriculum planning.	Professional Development	All	Administration, Teachers	Quarter 1	On-going	On-Track	
Assessment is consistently conducted in the two languages of the program where applicable.	Instruction	All	Administration and teachers	Quarter 1	On-going	On-Track	
The Dual Language team will communicate with appropriate stakeholders about the program's mission/vision, goals, and outcomes.	Other	All	Administration, Teachers, Dual Language Team	Quarter 1	On-going	On-Track	
Instructional materials in both languages reflect the students' heritage and encourage cross-cultural appreciation.	Instructional Materials	All	Administration, Teachers	Quarter 1	On-going	On-Track	

Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers deliver Common Core aligned mathematical instruction embedded with RTI supports by integrating technology across curriculum.	In Math, 79% of our students are meeting or exceeding state standards, while only 48% are meeting their End-of-Year growth targets in Math as measured by Scantron. As we move into the Common Core State Standards, we are very aware of the need to improve these outcomes. It is our vision to achieve this goal by providing an intentionally focused curriculum that incorporates Common Core Standards and research-based learning

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish math committee consisting of members from each grade level and a technology coordinator.	ILT/ Teacher Teams	Not Applicable	Administration, Teachers, technology coordinator	Summer 2012	Summer 2012	On-Track	
The Math committee will review curricula to inventory which Common Core Standards are being covered by current textbooks and materials; purchase supplemental materials covering all missing gaps in the standards.	Instructional Materials	All	Math committee	Summer 2012	Quarter 3	On-Track	
Hire technology coordinator.	Staffing	Not Applicable	Administration	Summer 2012	Summer 2012	On-Track	
Establish time for the math committee to review technology software and create a list of potential software that aligns to Common Core Standards, is in both languages and can be used with RTI supports; Present this list to the ILT for review and approval.	Instructional Materials	Not Applicable	Administration, Math committee	Summer 2012	Quarter 1	On-Track	
Purchase instructional software.	Equipment/ Technology	All	Administration	Quarter 1	Quarter 3	On-Track	
Obtain additional Ipads to utilize purchased software; establish instructional centers that incorporate the use of technology during math instruction.	Equipment/ Technology	All	Administration, Teachers, technology coordinator	Summer 2012	Quarter 3	On-Track	
Provide professional development on the implementation of best practices that integrate technology into math instruction	Professional Development	All	Teachers, technology coordinator	On-going	Quarter 4	On-Track	

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
We will continue to promote a positive school culture and climate that involves all school community (family, teachers, staff and students) for the purpose of nurturing and developing core educational and family values.	Calmecca Academy will create formal and informal organizational structures, policies, and processes that enable us to be effective while also fostering a climate of participatory decision making and mutual respect. The success of the change processes will be enhanced if they are conducted in an open, welcoming climate that enhances our ability to work through difficult issues in a respectful manner. These core values will build on the

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Staff members will have sufficient textbooks and supplies.	Equipment/Technology	All	Administration	Quarter 1	Quarter 4	On-Track	
Students are, and will feel safe and comfortable everywhere on school property.	Other	All	School community	Quarter 1	Quarter 4	On-Track	
Classrooms and grounds will be clean and well maintained.	Instruction	All	School community	Quarter 1	Quarter 4	On-Track	
Classrooms will be visitable and inviting.	Instruction	All	Teachers, Maintenance Crew, and students	Quarter 1	Quarter 4	On-Track	
Interaction will be encouraged. Teachers, students, parents & constituents will actively communicate.	LSC/ PAC/ PTA	All	Teachers, students, and parents	Quarter 1	Quarter 4	On-Track	
Teachers will be collegial, student grouping will be diverse. Parents and teachers will be partners in the educational process.	Parental Involvement	All	Teachers, students, and parents	Quarter 1	Quarter 4	On-Track	
Staff members will be open to students' suggestions, students will have opportunities to participate in decision-making.	Instruction	All	Teachers and students	Quarter 1	On-going	On-Track	
Staff and students are trained to prevent and resolve conflicts.	Professional Development	Other student group	Intervention Team	Quarter 1	Quarter 4	On-Track	
School planning and management team composed of parents, teachers, and administrators; a mental health (or student services) team that focuses on prevention and crisis intervention; and a parents' program to increase parent involvement in the school.	Other	All	Parents, teachers, and administrators	Quarter 1	Quarter 4	On-Track	



Strategic Priority 3

Interaction of teachers and staff with all students is caring, respecting, supportive and respectful.	Other	All	School community	Quarter 1	Quarter 4	On-Track	
Morale will be high amongst teachers and staff.	Other	All	Teachers and staff	Quarter 1	On-going	On-Track	
Students will trust teachers and staff.	Instruction	All		Quarter 1	Quarter 4	On-Track	
The school will be open to diversity and welcoming to all cultures.	Instruction	All	School community	Quarter 1	On-going	On-Track	
Teachers, students, parents, will feel they are contributing to the success of the school.	Parental Involvement	All	Teachers, students, and parents,	Quarter 1	Quarter 4	On-Track	
The school is respected and valued by teachers, staff, students, and families.	Other	All	School community	Quarter 1	Quarter 4	On-Track	
There is an emphasis on academics, but all types of intelligence and competence are respected and supported.	Instruction	All	Administration and teachers	Quarter 1	Quarter 4	On-Track	
Expectations will be kept high for all students. All are encouraged to succeed.	Instruction	All	Administration and teachers	Quarter 1	Quarter 4	On-Track	
Progress will be monitored regularly.	ILT/ Teacher Teams	All	Administration and teacher teams	Quarter 1	Quarter 4	On-Track	
The use of PLC's will facilitate instruction.	ILT/ Teacher Teams	All	Administration and teacher teams	Quarter 1	Quarter 4	On-Track	
Results of assessments will promptly be communicated to students and parents.	Instruction	All	ILT, students and parents.	Quarter 1	Quarter 4	On-Track	
Results of assessments will be used to evaluate and redesign teaching procedures and content.	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 4	On-Track	
Achievement and performance will be rewarded and praised.	Other	All	Administration and teacher teams	Quarter 1	Quarter 4	On-Track	

