



2012-2014 Continuous Improvement Work Plan

LaSalle II Magnet Elementary School

Fulton Elementary Network

1148 N Honore St Chicago, IL 60622

ISBE ID: 150162990252955

School ID: 610520

Oracle ID: 29101



Mission Statement

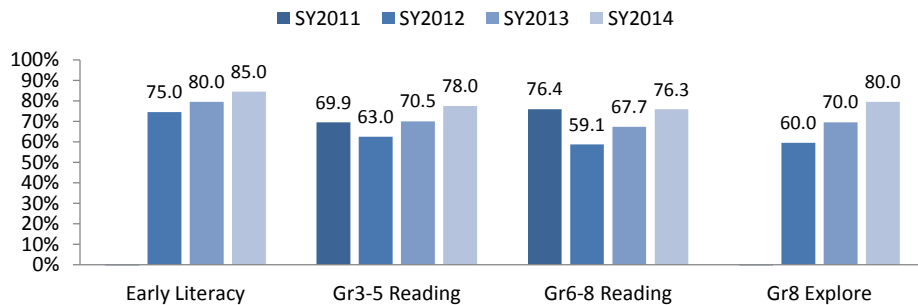
The mission of LaSalle II is to implement and develop a quality educational program which enables all students to reach his or her full potential. The school administration will seek to work effectively and harmoniously with community members, parents, students and staff to provide all students with a strong foundation in literacy, mathematics and world language. The focus on world language instruction will enable students to widen their awareness and gain an understanding of people and cultures around the world.

Strategic Priorities

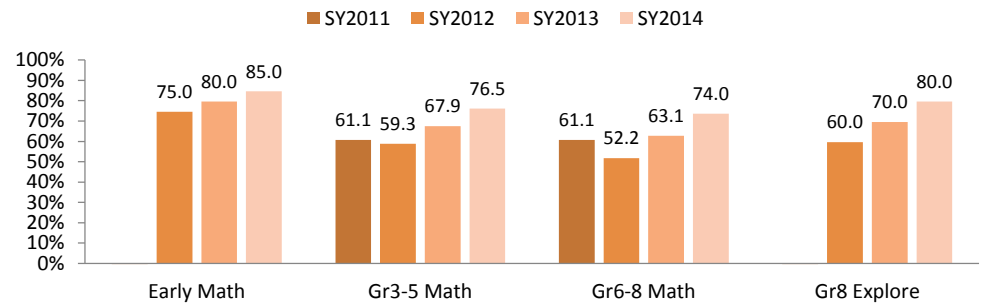
1. Increase the number of students at/above proficiency by 10% as measured on the NWEA Assessment in Reading
2. Increase the number of students at/above proficiency by 10% as measured on the NWEA Assessment in Math
3. Develop a scope and sequence for World Languages by 2013.
4. Develop and implement a comprehensive writing program across grade levels.
5. Ensure a caring, safe, and healthy environment for all staff and students

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	LaSalle II 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
Suzanne Velasquez-Sheehy	Principal
Bridget Malinowski	Assistant Principal
Leonard Becker	Parent/ Guardian
Patti Hudak	Community Member
Julie Kolkmeier	Classroom Teacher
Candice White	Lead/ Resource Teacher
Anita Sanchez	Special Education Faculty
Miranda Dolch	Counselor/Case Manager
Margaret Heinrich	Classroom Teacher
Daniel Taff	Classroom Teacher
Cara Bucciarelli	Classroom Teacher



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	75.0	80.0	85.0	Early Math % of students at Benchmark on mClass	NDA	75.0	80.0	85.0
3rd - 5th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	69.9	63.0	70.5	78.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	80.2	65.0	70.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	82.5	65.0	70.0	75.0	6th - 8th Grade				
6th - 8th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	76.4	59.1	67.7	76.3	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	70.4	60.0	65.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	85.5	60.0	65.0	70.0	8th Grade				
8th Grade					Explore - Math % of students at college readiness benchmark				
Explore - Reading % of students at college readiness benchmark	NDA	60.0	70.0	80.0	Explore - Math % of students at college readiness benchmark	NDA	60.0	70.0	80.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.1	95.0	95.0	95.0					
					Misconducts Rate of Misconducts (any) per 100	5.6	5.2	4.8	4.5

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	87.0	70.0	75.0	80.0		ISAT - Reading % of students exceeding state standards	38.0	25.0	30.0	35.0
ISAT - Mathematics % of students meeting or exceeding state standards	93.5	70.0	75.0	80.0		ISAT - Mathematics % of students exceeding state standards	33.8	25.0	30.0	35.0
ISAT - Science % of students meeting or exceeding state standards	80.5	70.0	75.0	80.0		ISAT - Science % of students exceeding state standards	14.9	17.0	20.0	25.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<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>Reading and Math schoolwide goals are based on NWEA growth targets that are nationally normed. LaSalle II's goal of 70% of students meeting growth targets is higher than the expected 50% that good schools are expected to meet. On-going data analysis of benchmark assessments and classroom assessments inform instruction. Flexible RIT reading groups ensure that lessons are differentiated to meet the needs of all students. The Principal and ILT meet regularly to outline Quarterly plans including next steps and monitoring systems.</p>	
	Principal Leadership ----->			4
	<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>LaSalle II's eScore of 83 as measured by the 2011 My School, My Voice Survey indicates that LaSalle II's leader practices shared leadership, sets high goals for quality instruction, maintain mutually trusting and respectful relationships, support professional advancement for faculty and staff, and manages resources for sustained program improvement. Examples include creating a shared vision through family, staff, and community input (LaSalle II Family surveys, teacher workgroups provide input for CWIP analysis , informal and formal observations, on-going schoolwide professional development (New Bloom's Taxonomy and CCSS),</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>4</p>
<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>ILT Teams, RTI team, mentor teachers, data team, bilingual lead teacher, CWIP team, union representative, grant writer All teachers and ESP participate in at least one committee including Young Authors, Oratory Contest, Spelling Bee, Geography Bee, Science Literacy Night, Student Council.</p> <p>All teachers provide feedback for evidence portion of CIWP.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			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 	<p>Cross section of teachers, administration on team; including grade level, bilingual, language teachers, special teachers. ILT attends district PD sessions. ILT plans schoolwide PD sessions based on school theory of action and quarterly plans All PD activities require staff input and involvement All teachers involved in decision making for strategic planning and implementation Regular data meetings to analyze data and adjust flexible instructional groups</p>	
<p>Monitoring and adjusting -----></p>			4
<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>Principal and teachers meet during extended day on a quarterly basis to analyze student data including benchmark assessments and use the information for forming flexible groups, designing differentiated lessons, and providing tiered interventions. Grade level teachers have a weekly common planning time and meet with Erickson consultant to target specific areas of concern</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			4
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>According to the My School, My Voice Survey, LaSalle II has an M score of 85 which indicates LaSalle II has strong program coherence. Curriculum instruction and learning materials are well coordinated across grade levels. Consistency in curriculum instruction among teachers in the same grade level.</p> <p>Began curriculum mapping in common core in Reading, math, and writing</p> <p>World language in process of developing scope and sequence/common units</p> <p>Special ed teachers have been to training on aligning IEP to common core.</p>	
	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). 	<p>Instructional materials include:</p> <p>Singapore Math, Envision Math, Reading Street, Interactive Readers, Leveled readers, RAZ Kids, SRA Kits, Time Magazine , Scholastic Magazinec classroom libraries</p> <p>Math Manipulatives</p> <p>Manipulatives and adaptive tech for students with disabilities</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>NWEA data immediately available following each test Data from Fountas and Pinnell Unit tests Monthly constructed responses in reading and math Students with disabilities receive appropriate accommodations and modifications in testing situations Schoolwide data analysis done with entire staff Journals, portfolios used to monitor growth ESI-R used to screen for at-risk Pre-K students Pre-K for All uses TeachingStrategies.net to observe students and determine developmental levels Teachers administer Kindergarten Readiness Test (KRT) to students entering kindergarten Access test for bilingual students Monthly pre/post assessments for RIT band groups</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			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. 	<p>According the 2011 My School, My Voice Survey, LaSalle II received an M score of 86 for math instruction, which means we have strong math instruction; we received an M score of 73 in English instruction, which means we have a strong English instruction; we received an mScore of 64 in Academic Press, which means we have strong Academic Press; and an mScore of 85 for Program Coherence, which means we have strong Program Coherence. Teachers clearly communicate with students learning objectives, procedures, etc. Lessons and instruction are aligned to state standards. Teachers use visuals and modeling to facilitate instruction. Teachers provide parents and students with rubrics for assignments. HET, Kagan strategies and Bloom's taxonomy utilized in classrooms daily. Use of Book-It, Raz Kids, IXL programs to differentiate instruction.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<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>RIT reading groups re-evaluated and readjusted after each NWEA testing session</p> <p>Small group reading and math groups</p> <p>Push-in support from special education teachers</p> <p>FastForward, Raz Kids, IXL software programs provide additional support in math and reading</p> <p>After school study skills program for underachieving students in grades 6-8 - Students re-evaluated every two weeks</p> <p>After School All Stars Program for underachieving students</p>	
	Whole staff professional development ----->			4
	<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>All teachers participate in New Bloom's Taxonomy pd activities that are aligned with the CCSS. The Erickson Institute Coach provides professional development for teachers in grades 3-pre-k and facilitates the schoolwide pd activities. All teachers have a weekly common planning period and are given self-directed time on staff development days to collaborate with their grade level partners (see agendas and sign it sheets).</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	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>Teachers collaborate during weekly common planning meetings. They analyze NWEA data to form RIT Reading Groups and to design lesson plans using DeCartes statements. Teachers meet with specialists to discuss RTI progress/concerns and to share best practices and intervention strategies. All upper grade teachers participate in running the Study Skills Lab as a tiered intervention for students receiving a failing grade in the core subject areas. All teachers participate in schoolwide RIT Reading program at all grade levels. Regular education teachers keep consulting notes for special education and ELL students. Preschool teachers meet regularly to discuss strategies for special ed, ELL, and regular ed students. Administration provides teachers formal and informal feedback on instructional practice.</p>	
	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>Teachers have several options for coaching opportunities. The Erickson coach provides student/teacher instructional support, new teachers participate in the CPS New Teachers Induction Program, and seminar fees and substitute funds are available for teachers to attend workshops that are designed to meet their needs. Teachers will document professional development goals during the 2012-2013 school year.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>High expectations communicated to students and parents</p> <p>Student Council</p> <p>Participation in My School, My Voice Survey</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Grade level mentors</p> <p>Individual tutoring available to students in need</p> <p>Students provided with an area to work with the teacher in a small group. This gives students an opportunity to work with other students who are at the same level of mastery.</p> <p>IEP minutes reflect time in general education</p> <p>Enrichment classes/opportunities available to general ed and special ed students</p> <p>Individual and group conferences/problem solving sessions with students related to disrespectful behavior</p> <p>Security personnel mentors students, tutor, engage student with "word of the day" and "math wizard" challenges, and volunteer to coach student basketball team</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>According the 2011 My School, My Voice Survey, LaSalle II received an M score of 66, which means we have a strong safety score.</p> <p>LaSalle II family survey % indicates the school has a warm, welcoming environment.</p> <p>Anti-bullying programs, new student/new parent orientation, school wide assembly, behavior plan for some students (not on IEP's), classroom mgt. programs include incentives for positive behavior, parent run Kiss-N-Go program</p> <p>LaSalle II students participated in the Restorative Justice Program</p>	

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		Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>Back to school night where teachers explain their expectations. Classroom web pages. LSC and PTO data presentations. Upper grade parent/student meeting.</p> <p>According to the 2011 My School, My Voice survey, LaSalle has an M score of 97 which means LaSalle II has a strong Outreach to Parents, the school has a climate that is welcoming and communicative for all parents.</p> <p>Rubrics (parent signatures), use of agenda book</p> <p>95% parent participation rate for report card pick-up</p>	4
	Ongoing communication	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Teachers maintain classroom web page</p> <p>Rubrics, expectations sent home</p> <p>Math, reading literacy nights</p> <p>Science night for parents and students</p>	3
	Bonding	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>According to the 2011 My School, My Voice survey, LaSalle has an M score of 81 which indicates a strong relationship with families and the surrounding community. There is a strong outreach to parents and teacher-parent trust. According to the 2011 My School, My Voice survey, LaSalle has an M score of 75 which means LaSalle II has strong teacher-parent trust. Teachers view parents as partners in improving student learning. Parents volunteer to judge science fair. Education committee provides speakers for students (ex. dental), host community wellness fair, provide snacks for ISAT, established parent room, helped establish sibling language lottery guidelines</p>	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
N 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. 	SASS, School refers students to outside tutoring programs (826 Chicago), home visits to improve attendance	
	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. 	6-8 grade high school night for students and parents Counselor assists students with high school applications Counselor provides students with information on selective enrollment , specialty , and neighborhood high schools Although we have a strong program for students transitioning to	
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. 	Parent/student meetings about high school requirements and expectations Talk to students about Explore - pathway to ACT All 8th grade students take algebra		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	After school enrichment program (JCC and All Stars) Restorative Justice Program, chemistry program, Fast Forward (adaptive technology), study skills		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			3
	<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. 	Explore, NWEA benchmark assessments, quarterly assessments	
	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. 	6-8 departmental Students transition classes for walking reading, languages Kindergarten - orientation for parents	

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. 	<p>Funds allocated for differentiated mtls, software (IXL, RAZ Kids, FastForward, Brain Pop), resource staff(art, reading pull out), professional development (consultant, substitutes for P.D. and teacher workshops)</p> <p>PTO provides funds for enrichment activities</p> <p>IPADS</p>		
	Building a Team ----->				4
<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Recent hires hold multiple endorsements</p> <p>Interview team assesses potential candidates</p> <p>Multistep interview process includes interview, writing prompt, classroom observation, reference checks</p> <p>Use of HR hiring tool</p> <p>Teachers are part of the interview team</p>			
Use of Time ----->				3	
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>3-5 p.m. data meetings for collaboration among teachers</p> <p>Collaborative grade level meetings with Erickson consultant</p> <p>Because of needing to schedule daily language classes, the schedule was very challenging. Longer day schedule will offer more opportunities for flexible scheduling</p> <p>Struggling students - reading pullout (Schiff), RIT reading</p>			

Date Stamp November 22, 2012

Mission & Strategic Priorities

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

Mission Statement

The mission of LaSalle II is to implement and develop a quality educational program which enables all students to reach his or her full potential. The school administration will seek to work effectively and harmoniously with community members, parents, students and staff to provide all students with a strong foundation in literacy, mathematics and world language. The focus on world language instruction will enable students to widen their awareness and gain an understanding of people and cultures around the world.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase the number of students at/above proficiency by 10% as measured on the NWEA Assessment in Reading	In September of 2011, our population in grades 3-8 doubled as a result of school consolidation. Many of the new incoming students were performing below level as measured on ISAT and NWEA assessments. This goal is based on a long-term goal of having 85% of the students at/above level in Reading by 2014.
2	Increase the number of students at/above proficiency by 10% as measured on the NWEA Assessment in Math	In September of 2011, our population in grades 3-8 doubled as a result of school consolidation. Many of the new incoming students were performing below level as measured on ISAT and NWEA assessments. This goal is based on a long-term goal of having 85% of the students at/above level in Math by 2014.
3	Develop a scope and sequence for World Languages by 2013.	All students study a foreign language beginning in kindergarten. It is necessary to develop a scope and sequence that is aligned with the Common Core State Standards and appropriate benchmark assessments to measure language proficiency and the effectiveness of the program.
4	Develop and implement a comprehensive writing program across grade levels.	Since writing crosses all content areas, it is essential that students be able to communicate via writing clearly and effectively.
5	Ensure a caring, safe, and healthy environment for all staff and students	A positive environment contributes to increased student achievement, supports learning, and contributes to student and staff health by providing a safe, healthy environment.

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 the number of students at/above proficiency by 10% as measured on the NWEA Assessment in Reading	In September of 2011, our population in grades 3-8 doubled as a result of school consolidation. Many of the new incoming students were performing below level as measured on ISAT and NWEA assessments. This goal is based on a long-term goal of having 85% of the students at/above level in Reading by 2014.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will design lesson plans and Units based on the new Bloom's Taxonomy and aligned with the Common Core State Standards.	Instruction	All	Teachers, Consultant, Administration	Summer 2012	On-going		
Teachers will develop performance based tasks and assessments.	Instruction	All	Teachers, Consultant, Administration	Summer 2012	On-going		
Teachers will participate in professional development for developing Enduring Understandings and Essential Questions	Professional Development	Not Applicable	Administration, ILT Team	Summer 2012	On-going		
Teachers will implement Kagan and HET strategies for more effective and engaging teaching and learning.	Instruction	All	Teachers	On-going	On-going		
Students and parents will review NWEA and ISAT scores and develop a target goal for reading	Parental Involvement	All	Students, Mentors, Parents	Quarter 1	On-going		
Teachers will analyze NWEA data to form RIT Band Reading Groups which are organized according to students' reading levels and needs	Instruction	All	Teachers	Quarter 1	On-going		
Parents will check agenda books, school web pages to ensure assignments are completed	Parental Involvement	All	Parents	Quarter 1	On-going		
As a result of the longer school day, students will participate in activities that reflect increased rigor and engagement	Instruction	All	Students, Teachers	Quarter 1	On-going		
Identify students and Implement Tier 1 and Tier 2 interventions	Instruction	All	Teachers, RTI Team	Quarter 1	On-going		
Assess classroom resources and purchase needed materials to implement common core instruction	Instructional Materials	All	Administration, Teachers	Summer 2012	On-going		
Hire tutors to provide leveled literacy intervention	Instruction	All	Administration	Quarter 1	Summer 2013		



Strategic Priority 1

Reading specialist will collaborate with teachers to model effective use of the block schedule and to design rigorous, engaging lessons	Instruction	All	Reading Specialist, Teachers	Summer 2012	On-going		
Teachers will utilize adaptive technology, IPADS, Promethean Boards, and computers to enhance reading and literacy skills	Equipment/Technology	All	Teachers, Technology Coordinator	Quarter 1	On-going		
Special education teachers will meet with regular education teachers to ensure accommodations and modifications are implemented in order to meet the needs of this diverse group of students	ILT/ Teacher Teams	Students With Disabilities	Teachers, Case Manager	Summer 2012	On-going		
ELL and regular education teachers will meet to ensure that ELL instruction is aligned with classroom instruction	Instruction	English Language Learners	Teachers, Bilingual Teacher/Coordinator	Summer 2012	On-going		
Teachers will use the recommended guidelines for fiction/non-fiction text	Instruction	All	Administration, Teachers	Quarter 1	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Increase the number of students at/above proficiency by 10% as measured on the NWEA Assessment in Math	In September of 2011, our population in grades 3-8 doubled as a result of school consolidation. Many of the new incoming students were performing below level as measured on ISAT and NWEA assessments. This goal is based on a long-term goal of having 85% of the students at/above level in Math by 2014.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will design lesson plans and Units based on the new Bloom's Taxonomy and aligned with the Common Core State Standards.	Instruction	All	Teachers, Consultant, Administration	Summer 2012	On-going		
Teachers will develop performance based tasks and assessments.	Instruction	All	Teachers, Consultant, Administration	Summer 2012	On-going		
Teachers will participate in professional development for developing Enduring Understandings and Essential Questions	Professional Development	Not Applicable	Administration, ILT Team	Summer 2012	On-going		
Teachers will implement Kagan and HET strategies for more effective and engaging teaching and learning.	Instruction	All	Teachers	On-going	On-going		
Students and parents will review NWEA and ISAT scores and develop a target goal for math	Parental Involvement	All	Students, Mentors, Parents	Quarter 1	On-going		
Teachers will analyze NWEA data to form small math groups which are organized according to math levels and needs	Instruction	All	Teachers	Quarter 1	On-going		
Parents will check agenda books, school web pages to ensure assignments are completed	Parental Involvement	All	Parents	Quarter 1	On-going		
As a result of the longer school day, students will participate in activities that reflect increased rigor and engagement	Instruction	All	Students, Teachers	Quarter 1	On-going		
Students will communicate, both orally and written, using correct mathematical terms and language	Instruction	All	Students, Teachers	Quarter 1	On-going		
Identify students and Implement Tier 1 and Tier 2 interventions	Instruction	All	Teachers, RTI Team	Quarter 1	On-going		
Assess classroom resources and purchase needed materials to implement common core instruction	Instructional Materials	All	Administration, Teachers	Summer 2012	On-going		



Strategic Priority 2

Hire tutors to provide math intervention	Instruction	All	Administration	Quarter 1	Summer 2013		
Teachers will collaborate to share strategies on the effective use of the block schedule and to design rigorous, engaging lessons	Instruction	All	ILT Team, Teachers	Summer 2012	On-going		
Teachers will utilize adaptive technology, IPADS, Promethean Boards, and computers to enhance math skills	Equipment/Technology	All	Teachers, Technology Coordinator	Quarter 1	On-going		
Special education teachers will meet with regular education teachers to ensure accommodations and modifications are implemented in order to meet the needs of this diverse group of students	ILT/ Teacher Teams	Students With Disabilities	Teachers, Case Manager	Summer 2012	On-going		
ELL and regular education teachers will meet to ensure that ELL instruction is aligned with classroom instruction	Instruction	English Language Learners	Teachers, Bilingual Teacher/Coordinator	Summer 2012	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
Develop a scope and sequence for World Languages by 2013.	All students study a foreign language beginning in kindergarten. It is necessary to develop a scope and sequence that is aligned with the Common Core State Standards and appropriate benchmark assessments to measure language proficiency and the effectiveness of the program.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Language teachers will familiarize themselves with the new CPS Performance Tasks (in development) and the ACTFL Standards of the 21st Century and how they overlap with the Common Core Standards for English.	ILT/ Teacher Teams	Not Applicable	WL Teachers and WL Coordinator	Quarter 1	On-going		
Language Teachers will meet twice a month to collaborate about the scope and sequence.	ILT/ Teacher Teams	Not Applicable	WL Teachers and WL Coordinator	Quarter 1	On-going		
Language Teachers will turn in scope and sequence for each grade level on a monthly basis.	ILT/ Teacher Teams	Not Applicable	WL Teachers and WL Coordinator	Quarter 1	Quarter 4		



Strategic Priority 3							

Strategic Priority 4

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

Strategic Priority Description	Rationale
Develop and implement a comprehensive writing program across grade levels.	Since writing crosses all content areas, it is essential that students be able to communicate via writing clearly and effectively.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will utilize the daily writing period to introduce students to the different purposes of writing and the skills associated with each	Instruction	All	Teachers, Students	Quarter 1	On-going		
Content area teachers will utilize writing journals to reinforce daily lessons and improve content vocabulary	Instruction	All	Teachers, Students	Quarter 1	On-going		
All students in Grades 2 - 8 will participate in the local Young Authors Competition to support and recognize student achievement in writing	Instruction	All	Teachers, Students	Quarter 1	On-going		
Students will be able to self assess and revise their writing using a given rubric	Instruction	All	Teachers, Students	Quarter 1	On-going		
Students will know the correct format and conventions for writing a research paper, including works cited	Instruction	All	Teachers, Reading Specialist	Quarter 1	On-going		
Teachers in all content areas will assign writing activities	Instruction	All	Teachers, ILT Team	Quarter 1	On-going		
Teachers will participate in Writing professional development activities.	Professional Development	All	Teachers	Summer 2012	On-going		



Strategic Priority 4



Strategic Priority 5

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

Strategic Priority Description	Rationale
Ensure a caring, safe, and healthy environment for all staff and students	A positive environment contributes to increased student achievement, supports learning, and contributes to student and staff health by providing a safe, healthy environment.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Employ a Community School Representative to work with parents, teachers, students, community members, and administration in areas including attendance, recess/lunch supervision, student concerns, anti-bullying, and other issues related to school climate and culture.	Other	All	Administration,	Quarter 1	On-going		
Empower students by involving them in planning, creating, and sustaining a school culture of safety and respect	Instruction	All	Administration, Teachers	Quarter 1	On-going		
Teachers will include activities in their lesson plans that emphasize healthy habits and life long wellness	Instruction	All	Teachers, PTO	Quarter 1	On-going		
Utilize community resources to provide workshops, activities that provide information on health and well being (i.e. dental hygiene, internet safety, anti-drug presentation, etc.)	Other	All	Teachers, Administration	Quarter 1	On-going		
Continue school anti-bullying campaign	Instruction	All	Administration, Teachers	Quarter 1	On-going		
Work with community and PTO to redesign and upgrade the existing playground and surroundings to include areas for physical activities, outdoor classrooms, gardens, and green spaces	Other	All	Administration, PTO, Community, Teachers	Summer 2012	On-going		
Administration will work with the Wellness Committee to design activities that positively impact one's health	Parental Involvement	All	Administration, PTO	Summer 2012	On-going		



Strategic Priority 5
