CIWP

2012-2014 Continuous Improvement Work Plan

Irene C. Hernandez Middle School for the Advancement of Science

Midway Elementary Network

3510 W 55th St Chicago, IL 60632

ISBE ID: 150162990252597

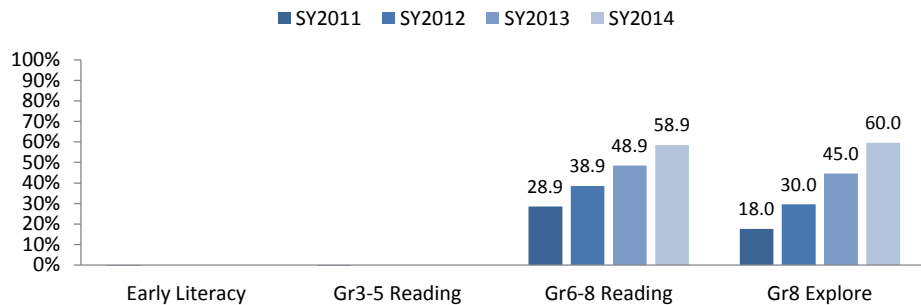School ID: 610532

Oracle ID: 22441

Mission Statement

Irene C. Hernandez Middle School for the Advancement of the Sciences will provide a model school where each child will pursue self-actualization through the development of social and emotional wellness and academic skills, with an emphasis on Science and technology, in order to function as informed citizens of our community, our city and the world of technology.
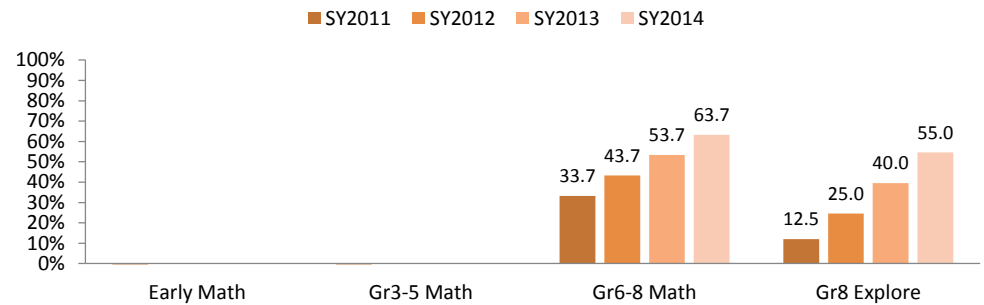
Strategic Priorities

1. In order to fully Implement the Common Core State Standards, teachers will need support and supplemental materials to provide appropriate instruction for all learners.

2. A variety of school-wide structures, data driven teams and committees will target the needs of the whole student.

3. Parents and the community will be equal partners in supporting the academic, social, and emotional development of all students.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy				
Gr3-5 Reading				
Gr6-8 Reading	28.9	38.9	48.9	58.9
Gr8 Explore	18.0	30.0	45.0	60.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math				
Gr3-5 Math				
Gr6-8 Math	33.7	43.7	53.7	63.7
Gr8 Explore	12.5	25.0	40.0	55.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP | **CHICAGO PUBLIC SCHOOLS | CPS**

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:	Irene C. Hernandez Middle School for the Advancement of Science

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
	Principal
Clarisa Bravo-Ruiz	Assistant Principal
Lorena Arevalo	Counselor/Case Manager
Carlos Vazquez	Counselor/Case Manager
Amy Weeks	Counselor/Case Manager
Maria Pilar Moreno	Lead/ Resource Teacher
Lorraine O'Malley	Lead/ Resource Teacher
Patricia Hernandez	ELL Teacher
Jeffery Senf	Classroom Teacher
Paulette Cesario	Classroom Teacher
Nancy Serrano	Classroom Teacher

CIWP

2012-2014 Continuous Improvement Work Plan

Irene C. Hernandez Middle School for the Advancement of Science

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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				**Early Math** % of students at Benchmark on mClass	NDA			
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA				**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	NDA			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA				**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	NDA			
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.9	38.9	48.9	58.9	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	33.7	43.7	53.7	63.7
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	46.6	56.6	66.6	76.6	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	34.2	44.2	54.2	64.2
8th Grade									
Explore - Reading % of students at college readiness benchmark	18.0	30.0	45.0	60.0	**Explore - Math** % of students at college readiness benchmark	12.5	25.0	40.0	55.0

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.0	97.0	98.0	**Misconducts** Rate of Misconducts (any) per 100	14.8	14.1	13.4	12.7

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	73.1	80.4	88.4	97.2	**ISAT - Reading** % of students exceeding state standards	9.2	10.1	10.6	11.1
ISAT - Mathematics % of students meeting or exceeding state standards	72.3	79.5	87.4	96.1	**ISAT - Mathematics** % of students exceeding state standards	11.6	12.2	12.8	13.4
ISAT - Science % of students meeting or exceeding state standards	69.7	76.6	84.2	92.6	**ISAT - Science** % of students exceeding state standards	3.8	4.0	4.2	4.4

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**	-->		
	• 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.	• 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.		
	Principal Leadership	-->		
	• 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.	• 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.		

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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		

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	--->		
• 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.	• 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		
Monitoring and adjusting	--->		
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.		

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		
	• 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.	• 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.		
	Instructional materials	-->		
	• 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.	• 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).		

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		
• 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.	• 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.		

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		
• 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.	• 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.		

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		
• 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.	• 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.		
Whole staff professional development	-->		
• 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.	• 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.		

Professional Learning

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School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*Grade-level and/or course teams*	-->		
	• 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.	• 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.		
	Instructional coaching	-->		
	• 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.	• 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.		

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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		
	Relationships	-->		
	• 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.	• 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.		
	Behavior& Safety	-->		
	• 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.	• 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.		

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations*** -->			
	• 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.	• 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.		
	Ongoing communication -->			
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.		
	Bonding -->			
	• 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.	• 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.		

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.		
	College & Career Exploration and election	-->		
N 6: College and Career Readiness Supports	• Information about college or career choices is provided.	• 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.		
	Academic Planning	-->		
	• 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.	• 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.		
	Enrichment & Extracurricular Engagement	-->		
	• 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.	• 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.		

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	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	*College & Career Assessments*	-->		
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.		
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.		
	Transitions	-->		
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.		

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Typical School	Effective School	Evidence	Evaluation
Use of Discretionary Resources	-->		
• 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.	• 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.		
Building a Team	-->		
• 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.	• 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.		
Use of Time	-->		
• 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.	• 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.		

DIMENSION 7: Resource Alignment

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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

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Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	In order to fully Implement the Common Core State Standards, teachers will need support and supplemental materials to provide appropriate instruction for all learners.	Students will be exposed to additional differentiated instructional materials, ensuring that they are College and Career ready.
2	A variety of school-wide structures, data driven teams and committees will target the needs of the whole student.	Through collaboration and planning, enhance the academic, social, and emotional support for students who struggle.
3	Parents and the community will be equal partners in supporting the academic, social, and emotional development of all students.	Student acheivement and the school learning environment will be positively impacted by the increase engagement, knowledge, and capacity of parent and community groups.
4		
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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
In order to fully Implement the Common Core State Standards, teachers will need support and supplemental materials to provide appropriate instruction for all learners.	Students will be exposed to additional differentiated instructional materials, ensuring that they are College and Career ready.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher materials will be inventoried.	Instructional Materials	All	Ms. Saucedo & Ms. O'Malley	Quarter 3		On-Track	Compiling data and needs of the classroom teachers.
Teachers will prioritize instructional materials and supplies needs.	Instructional Materials	All	All	Quarter 4		On-Track	Review the inventories.
Review the availability of funds for 2011-2012	Instructional Materials	All	Administration	Quarter 4		On-Track	Awaiting the 2012-2013 budget.
Review the allocation of funds for 2012-2013	Instructional Materials	All	Administration	Summer 2012		On-Track	Determining the purchases based on budgetary allocations and needs for the beginning of the year.
Plan necessary PD to utilize pertinent materials to address Common Core and school wide priorities.	Instruction	All	Curriculum Coordinator and Common Core ILT	Quarter 4		On-Track	Create a Needs Assessment based on Content Areas and school climate and culture.
Provide necessary PD to utilize pertinent materials to address Common Core.	instruction	All	Curriculum Coordinator and Administration	On-going		On-Track	Create a calendar of professional development dates.
Establish Peer Observations to support teacher development.	Instruction	All	All	Quarter 1		On-Track	Create and develop an observation proctocal to identify progress, calender, and sub bucket.
A method ILT continually monitor the effectiveness of all PD (including coaching and teacher collaboration) will be established.	Instruction	All	All	On-going		On-Track	Observation summary will be used to determine matters which still need to be supported.
Mentoring and coaching will be provided for new teachers and staff.	Instruction	All	Curriculum Coordinator, Bilingual Lead Teacher, Case Manager & Administration	On-going	On-going	On-Track	Identify willing and available core group of mentoring teachers.

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
A variety of school-wide structures, data driven teams and committees will target the needs of the whole student.	Through collaboration and planning, enhance the academic, social, and emotional support for students who struggle.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop data retreats (ISAT, District assessments such as Scantron, EXPLORE, NWEA, progress monitoring, attendance, behavior, etc.)	Instruction	All	RTI Committee	On-going	Summer 2012	On-Track	Find a provider or knowledgeable presenter regarding data retreats. Data team will meet regularly to review and implement data.
Establish professional development for teachers and staff to support students who are not meeting or exceeding on district assessments.	Instruction	All	Curriculum Coordinator and Administration	On-going	On-going	On-Track	Data retreat presenter or member(S) from the data team will assist teachers is determining supplemental materials and strategies needed for additional interventions.
Hold bi-weekly RTI meetings 1st Quarter to plan and implement strategies to assist all students.	Instruction	All	RTI Committee	Quarter 1	Quarter 1	On-Track	As a committee develop a calender and protocal.
Conduct weekly content and grade level meetings to discuss academic, social, emotional concerns and planning.	Instruction	All	Teachers and Administration	On-going	On-going	On-Track	Continue use of current meeting format which is aligned to Danielson Framework.
Schedule monthly RTI meetings (beginning the 2nd Quarter until the end of the year) to support students who are not meeting or exceeding on district assessments.	Instruction	All	RTI Committee	Quarter 2	Quarter 2	On-Track	The RTI committee develop needed calendars and protocols.
Plan for a school wide implementation of college and career ready strategies.	Instruction	All	All	On-going	On-going	On-Track	Students will receive participation credit for use of Cornell notes, organized binders and agendas.
To support the formation of informed citizens, students will identify skills and goals to establish their commitment to a higher education.	Instruction	All	All	On-going	On-going	On-Track	Throughout the school year, students will be required to conduct research on high schools, colleges, and future careers.

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Parents and the community will be equal partners in supporting the academic, social, and emotional development of all students.	Student acheivement and the school learning environment will be positively impacted by the increase engagement, knowledge, and capacity of parent and community groups.

Action Plan | Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Plan for a joint parent committee.	Parental Involvement	All	Mrs. Bravo-Ruiz	Quarter 4		On-Track	Meet with PAC/LSC and BAC presidents to advertise and form a committee
Survey parent intrests and concerns	Parental Involvement	All	Administration	Quarter 4		On-Track	Review results of the survey
Discuss results with ILT and parent committees	Other	All	Administration	Quarter 4		On-Track	Create a presentation
Plan parent workshops and trainings in conjunction Metropolitan Family Services and parent committees	Parental Involvement	All	Administration	Summer 2012		On-Track	Share the calendar with all stakeholders through newsletters and website
HMS faculty will facilitate parent academic workshops.	Parental Involvement	All	Administration	Quarter 1		On-Track	Once the parent needs are established from parent survey, parent liaison will send out a request for teacher presenters once the parent needs are established from parent surveys. Teachers will also suggest workshop topics..
Results will be present to the parents during the next parent meeting.	Parental Involvement	All	Administration	Quarter 1		On-Track	Meet with committee to discuss any feedback from the presentation
In preparation for workshops, parent liaison will work with administration on allocation of funding.	Parental Involvement	All	Administration and Parent Liaison	Summer 2012		On-Track	Parent committee officers should be consulted regarding the utilization of PAC funds, Metropolitan Famly Services, and Pilsen Wellness Center.
Establish a series of parent workshops to provide a description and purpose of student assessments.	Parental Involvement	All	Mrs. Bravo-Ruiz	Quarter 1		On-Track	Data from Scantron and other progress monitoring tools will be provided to parents. The relationship of these tests (ISATs, Explore, and future high school asseessments such as ACTs) will be explained.

Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan / Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan · Monitoring

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