



Wilma Rudolph Elementary Learning Center

Fulton Elementary Network

110 N Paulina St Chicago, IL 60612

ISBE ID: 150162990253735

School ID: 610308

Oracle ID: 30121



Mission Statement

Our mission at Wilma Rudolph Learning Center is to provide high quality, age and developmentally appropriate learning experiences that will enable each child to develop maximum independence, optimal social competence, and the highest intellectual growth.

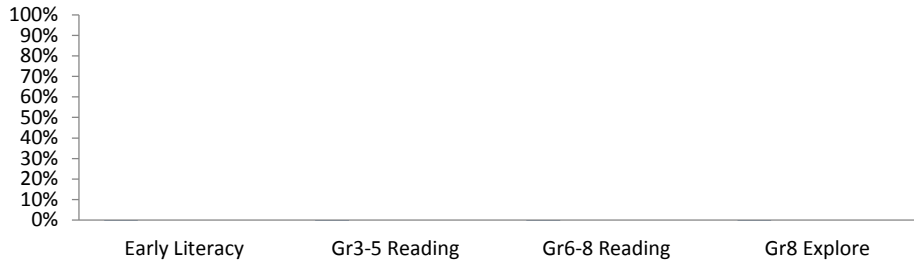
Strategic Priorities

1. Provide students with a high quality learning environment that will enable each to participate in all age and developmentally appropriate levels of instruction.
2. Provide students with optimal levels of technology support for their educational programs.
3. Provide an educational program that promotes learning in an environment that is safe, healthy, cultivates parental confidence and maximizes student independence and achievement
4. To encourage educational staff to grow professionally, take ownership of implemented programs, and where appropriate and feasible, assume school leadership roles.
5. To encourage parents and families to become involved in their children's educational program and school activities and provide opportunities to access resources in the community and advocate for their children.

School Performance Goals

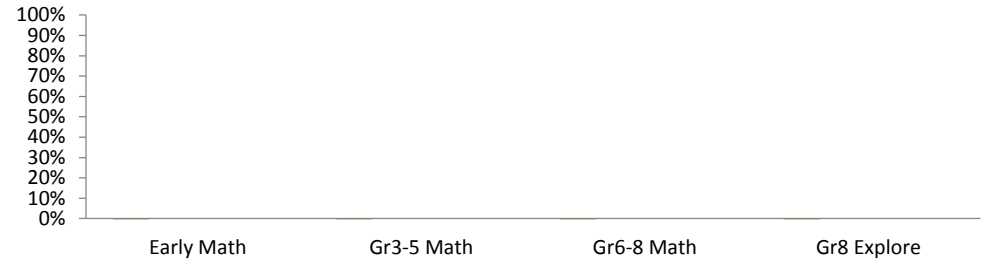
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Wilma Rudolph Elementary Learning Center

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
Eliot J. Konz	Principal
Nora A. Mulchrone	Assistant Principal
Adriana Hernandez	LSC Member
Kimberly Baratta	Counselor/Case Manager
Charlene Clay	Special Education Faculty
Bridget Kraft	Special Education Faculty
James Madden	Lead/ Resource Teacher
James O'Connor	Lead/ Resource Teacher
Lisa Serafin	Special Education Faculty
Karina Shimkos	Special Education Faculty
Jonathan Williams	Support Staff



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA				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	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		
8th Grade								
Explore - Reading % of students at college readiness benchmark	NDA				Explore - Math % of students at college readiness benchmark	NDA		

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	80.0	82.0	82.0	82.0	Misconducts Rate of Misconducts (any) per 100	0.0	0.0	0.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	NDA				ISAT - Reading % of students exceeding state standards	NDA			
ISAT - Mathematics % of students meeting or exceeding state standards	NDA				ISAT - Mathematics % of students exceeding state standards	NDA			
ISAT - Science % of students meeting or exceeding state standards	NDA				ISAT - Science % of students exceeding state standards	NDA			

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 ----->			2
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> Educational goals are developed according to students' individual needs. Each student's Individual Education Plan is designed to reflect their specific learning styles, strengths, deficits and the modifications and adaptations to the educational environment and methods that will be necessary to achieve to the maximum extent possible. These plans are developed with input from parents and the school's educational team. 	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Principal supports professional learning, however, professional and staff development continue to be a challenge. The disparate nature of the student population along with the diversity of support services that are provided make the development of universally meaningful and relevant staff development activities difficult to plan and provide. The establishment of a committee comprised of a broad representation of staff has improved this situation; however, this remains a challenge. Staff are afforded ample opportunity for professional collaboration and planning. A team approach is an integral component of the instructional programs implemented to address the unique and complex needs of the students. Parents are critical participants in the process of instructional planning, they are encouraged to participate and supported in their efforts to do so, 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - 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 	<p>Each teacher and related service provider is invited and encouraged to participate in any of a number of leadership activities, including:</p> <ul style="list-style-type: none"> • ILT Membership • Committee Membership • Committee Chairperson • Data Team • Local School Council • Union Representative • SIPAAA/CIWP Team <p>Additionally, members of the educational support staff are invited and encouraged to participate in school leadership as well. Their options include:</p> <ul style="list-style-type: none"> • Committee Membership • Local School Council • Union Representative • SIPAAA/CIWP Team 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT facilitates two-way communication and engages staff in decision making. 	
Monitoring and adjusting			2
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<ul style="list-style-type: none"> Students do not participate in state or district-wide standardized testing. Students in grades three through five are administered the Illinois Alternate Assessment. Students are assessed annually with DASH-2 (Developmental Assessment for Individuals with Severe Disabilities) prior to the annual review dates. These assessments allow for accurate progress monitoring and reporting as well as informing the development of individual learning goals. Data from these administrations are accumulated and analyzed throughout the school year. Although the data is student specific, it can be used, on a very limited basis, to monitor the effectiveness of the school program. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Curriculum is largely driven by individual student's IEP's. A curriculum designed for students with significant disabilities (Unique Learning Systems) is used to provide a framework and focus for instruction in grades K-5. Students in pre-kindergarten special education classrooms are provided with exposure to the general education curriculum supplemented by AEPSi (Assessment, Evaluations, and Planning System for Infants and Children) which assists with organization, planning, and informing instruction and assessing progress. 	2
Instructional materials ----->				2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Data is collected and analyzed on an individual student basis. 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> • Assessment is planned and executed in accordance with individual student's IEP's. • Students in grades 3, 4 and 5 participate in Illinois Alternate Assessment 	

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Typical School	Effective School	Evidence	Evaluation
Instruction			
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Instruction is driven by individual education plans that are developed in collaboration with teachers, parents, related service providers, and support staff. A great deal of focus is on language development, communication, early literacy and life skills. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> All students receive special education services. They are placed in the program after a multidisciplinary evaluation and conference that determines that they need a highly specialized educational placement. 	
	Whole staff professional development			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> Whole staff professional development is program specific. Individual professional development is generally geared to individual disciplines. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams			
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or "expert", as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Teachers have time scheduled for collaboration on a regular basis. In addition, teachers and related service providers attend regularly scheduled team meetings that allow for in depth discussion, planning, and designing interventions for individual students. 	
	Instructional coaching			
	<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. 	<ul style="list-style-type: none"> Coaching is largely collaborative process that takes place between teachers and the administrative team. Teachers have individual professional development plans tailored to their specific needs as educators of special needs students. New teachers are provided with administrative and peer support. 	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture			
	<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 	N/A	
	Relationships			
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> School is a warm and nurturing environment where children are accepted, protected and encouraged in all aspects of their growth and development. 	3
Behavior & Safety				
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> Discipline is rarely a problem and it is handled on an individual basis in accordance with needs outlined in the IEP. Staff establishes and maintains a safe and welcoming school environment. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> The school keeps parents apprised as to the school's successes, compliance with state and federal program guidelines, and professional qualifications of staff. Student expectations are clearly delineated in individual education plans. Placements are made at the central office level and are not at the discretion of the parents. 	
	Ongoing communication			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they not only know how their child is progressing relative to expectations outlined in their IEP's 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			3
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school attempts to maintain a welcoming environment that makes parents and community feel welcome. Office staff make themselves available and trained to answer questions, provide guidance, and support School provides parents with opportunities to participate in activities with their children's classrooms and the greater school community. 	

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	Typical School	Effective School	Evidence	Evaluation
N 6: College and Career Readiness Supports	Specialized support			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> All students receive special education services 100 % of the school day. 	
	College & Career Exploration and election			
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	N/A	
	Academic Planning			
<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. 	N/A		
Enrichment & Extracurricular Engagement				
<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. 	N/A		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	N/A	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> The school attempts to provide transition support to students and their parents as students move into less restrictive school environments or age out of the school program. 	2

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			2
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> Discretionary funds have been allocated and encumbered through a process of needs assessment and collaboration between teaching, related services staff, and administration with input from parent and community partners. 	
	Building a Team			2
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> Low staff turnover rates have limited decision-making on hiring in recent years. Current staffing allocations allow for will allow for additional personnel which will be hired to meet the needs of students and provide maximal support to the instructional program. 	
	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. 	<ul style="list-style-type: none"> The school schedule is essentially designed around student needs. Collaboration time for instructional teams has been integrated into the school schedule 	

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

Our mission at Wilma Rudolph Learning Center is to provide high quality, age and developmentally appropriate learning experiences that will enable each child to develop maximum independence, optimal social competence, and the highest intellectual growth.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide students with a high quality learning environment that will enable each to participate in all age and developmentally appropriate levels of instruction.	All students have special needs that necessitate that modifications and adaptations to the learning environment be made to maximize their participation and levels of achievement.
2	Provide students with optimal levels of technology support for their educational programs.	Students rely on assistive and augmentative technology in most educational activities. Technology has always been an integral part of the instructional program.
3	Provide an educational program that promotes learning in an environment that is safe, healthy, cultivates parental confidence and maximizes student independence and achievement	Students' physical and medical issues necessitate a high level of vigilance in this aspect of their educational program. Most require physical and occupational therapy, speech and language support and nursing services to participate in the educational program.
4	To encourage educational staff to grow professionally, take ownership of implemented programs, and where appropriate and feasible, assume school leadership roles.	Professional development is an integral part of the provision of quality instruction.
5	To encourage parents and families to become involved in their children's educational program and school activities and provide opportunities to access resources in the community and advocate for their children.	Parental involvement is an integral part of the success of any instructional program and

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
Provide students with a high quality learning environment that will enable each to participate in all age and developmentally appropriate levels of instruction.	All students have special needs that necessitate that modifications and adaptations to the learning environment be made to maximize their participation and levels of achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide teachers with the supplies and materials they will need to meet the specific educational needs of their students based on their individual educational plans.	Instructional Materials	All	Principal	Quarter 1	Quarter 4		
Provide students with opportunities for community based learning activities and field trips related to classroom units of study.	Instruction	All	Classroom Teachers	Quarter 1	Quarter 4		
Insure that students who are English language learners are provided with the support they need in all instructional activities	Instructional Materials	English Language Learners	Bilingual Teachers	Quarter 1	On-going		
Reinstate the library/literacy support program for all students	Instruction	All	Special Education Literacy Teacher Leader	Quarter 1	On-going		
Provide materials and supplies necessary to update school library of teacher resources and trade books for children.	Instructional Materials	All	Principal	Quarter 1	Quarter 4		
Provide students with opportunities to participate in a theraputic music program designed in collaboration with classroom teachers to maximize engagement in learning.	Instruction	All	Music Therapist Classroom Teachers	Quarter 1	Quarter 4		
Provide students with opportunities to participate in a theraputic visual arts program designed in collaboration with classroom teachers to maximize engagement in learning.	Instruction	All	Art Teacher Classroom Teachers	Quarter 1	Quarter 4		
Provide for the scheduling of a series of fine-arts performances throughout the school year selected to enhance classroom learning activities and cultural units of study.	Instruction	All	Assistant Principal Fine Arts Committee	Quarter 1	Quarter 4		
Provide for student participation in a series of all-school special events planned and designed to enhance classroom learning and highlight cultural scientific and seasonal units of study.	Instruction	All	Special Events Committee	Quarter 1	Quarter 4		
Continue the administration of the DASH 2 and Fountas and Pinell BAS to students where appropriate.	Other	All	Classroom Teachers	Quarter 1	Quarter 4		
Monitor and refine the schedule of student assessment, assessment protocols, and organization and analysis of data.	Other		Principal, Asst.Principal, ILT	Quarter 1	Summer 2012		
ILT, in collaboration with teachers, related service providers, and with support of the SSA will work to establish a set of criteria to guide the process of student reintegration into less restrictive school environments.	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		
Provide students with opportunities to participate in sensory experiences that will enhance classroom learning experiences.	Equipment/ Technology	All	Principal Classroom Teachers	Quarter 1	On-going		
Provide for office support of all educational programs.	Other	All	Principal	Quarter 1	Quarter 4		

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
Provide students with optimal levels of technology support for their educational programs.	Students rely on assistive and augmentative technology in most educational activities. Technology has always been an integral part of the instructional program.

Action Plan	Monitoring
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Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a technology committee to address schoolwide needs and issues that involvement the deployment and use of new and existing technology.	ILT/ Teacher Teams	All	Principal	Quarter 1	On-going		
Upgrade technology in classrooms to insure optimal student engagement in all instructional activities.	Equipment/ Technology	All	Principal Technology Committee	Summer 2012	Quarter 4		
Analyze inventory of assistive tech devices and replace/augment as deemed necessary	Equipment/ Technology	All	Principal Technology Committee	Summer 2012	Quarter 4		

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
Provide an educational program that promotes learning in an environment that is safe, healthy, cultivates parental confidence and maximizes student independence and achievement	Students' physical and medical issues necessitate a high level of vigilance in this aspect of their educational program. Most require physical and occupational therapy, speech and language support and nursing services to participate in the educational program.

Action Plan Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide teachers with the supplies they need to insure that they can maintain optimal cleanliness in the classroom environment.	Supplies	All	Principal	Quarter 1	On-going		
Work with nursing staff to insure that schedules will maximize service with minimal disruption to classroom routines and student instruction.	Other	All	Principal Nursing Personnel	Summer 2012	On-going		
Insure that nursing staff have adequate supplies to provide students with optimal medical support.	Supplies	All	Principal Nursing Personnel	Quarter 1	Quarter 4		
Provide for the purchase of equipment and supplies identified by related service personnel as necessary to maximize student independence.	Equipment/Technology	All	Related Service Personnel	Quarter 1	Quarter 2		
Provide for the purchase of health and health related supplies that will maximize independent learning and insure that health related issues will not impede student learning.	Supplies	All	Principal Nursing Staff Custodial Staff	Summer 2012	On-going		
Facilitate the scheduling and monitoring of monthly health and safety committee meetings.	Other	All	Principal Health & Safety Committee	Summer 2012	On-going		
Provide for the purchase of equipment and supplies to support adaptive physical education program and activities.	Supplies	All	Principal Physical Education Teacher	Quarter 1	Quarter 4		
Establish a sensory motor room to provide students with an optimal place to assist and allow them to move, become self-aware, tolerate changes in the environment and to regulate emotional states.	Equipment/Technology	All	Principal Classroom Teachers	Quarter 1	On-going		



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
To encourage educational staff to grow professionally, take ownership of implemented programs, and where appropriate and feasible, assume school leadership roles.	Professional development is an integral part of the provision of quality instruction.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a staff development committee to monitor need and plan for school based staff development throughout the school year.	ILT/ Teacher Teams	Not Applicable	Principal	Summer 2012	On-going		
Provide staff development committee with supplies necessary to facilitate school based staff development activities throughout the school year.	Supplies	All	Principal	Quarter 1	On-going		
Provide funds for teacher participation in educational workshops and/or conferences	Other	All	Principal	Quarter 1	Quarter 4		
Provide for substitute services for teachers attending professional development activities.	Other	All	Principal	Quarter 1	Quarter 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
To encourage parents and families to become involved in their children's educational program and school activities and provide opportunities to access resources in the community and advocate for their children.	Parental involvement is an integral part of the success of any instructional program and

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide for the scheduling and support of a series of meetings, activities, and programs for parents that will address specific and identified issues related to the education and rising of their special needs children, allow them opportunities to access resources in the greater educational community, and assist them in advocating for their special needs children.	Parental Involvement	All	Principal and Parent Committee	Quarter 1	Quarter 4		
Provide for the timely and accurate translation of all communications between school and home.	Parental Involvement	All	Principal	Summer 2012	On-going		
Provide for the maintenance and regular updates of the school website which provides parents with critical information regarding the school's programming, schedule of events, and resources available to them as parents of special needs children.	Parental Involvement	All	<ul style="list-style-type: none"> • Principal • Technology Committee 	Summer 2012	On-going		
Provide for the scheduling of an annual "Family Fun Day" to celebrate home, school and families.	Parental Involvement	All	<ul style="list-style-type: none"> • Principal • Special Events Committee 	Quarter 1	Quarter 4		