



2012-2014 Continuous Improvement Work Plan

John J Audubon Elementary School

Ravenswood-Ridge Elementary Network

3500 N Hoyne Ave Chicago, IL 60618

ISBE ID: 150162990252062

School ID: 609782

Oracle ID: 22091



Mission Statement

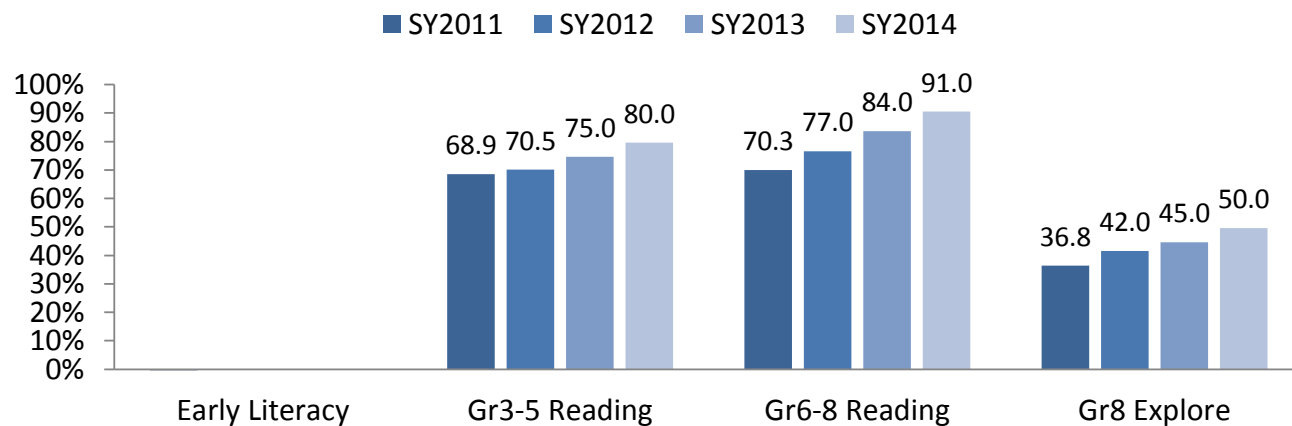
Focus on the development of the whole child: emotionally, socially, and academically. Ensure that students of all ability levels learn through engaging, and authentic experiences. Build strong relationships among Audubon's students, teachers, and families that foster a nurturing learning environment. Make children aware of the responsibilities and opprotunities of citizenship in a global community.

Strategic Priorities

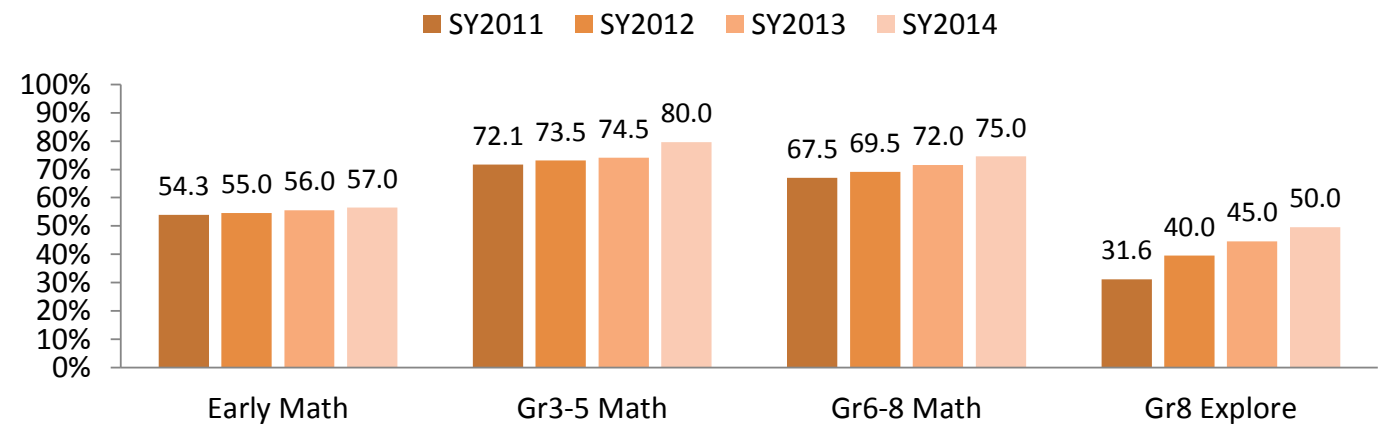
1. Increase the number of students above proficiency meeting growth targets in reading and math as measured by the MAP assessmet
2. Align Language Arts, Mathematics, Science and Social Science curriculum to the Common Core State Standards.
3. Increase College and Career readiness through achievment and awareness.
4. Increase the integration of technology across subject areas to support the common core state standards.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name

To get started, please select your school's name from the drop down list:

John J Audubon Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Kenneth Fitzner	Principal
Eric Fay	Assistant Principal
Megan Whitney	Classroom Teacher
Laura Ferdinandt	Classroom Teacher
Sarah Odowd	Classroom Teacher
Epstien	Classroom Teacher
Cara Shannon	Special Education Faculty
Abby Levin	Lead/ Resource Teacher
Alex Pramenko	LSC Member



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	54.3	55.0	56.0	57.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	68.9	70.5	75.0	80.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	72.1	73.5	74.5	80.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	65.5	70.0	72.0	75.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	76.7	78.0	79.5	80.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	70.3	77.0	84.0	91.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	67.5	69.5	72.0	75.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	65.3	67.0	69.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	82.6	85.0	87.0	89.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	36.8	42.0	45.0	50.0		Explore - Math % of students at college readiness benchmark	31.6	40.0	45.0	50.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.2	96.5	97.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	4.5	4.0	3.0	2.0

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	90.0	92.0	94.0	95.0		ISAT - Reading % of students exceeding state standards	34.8	42.0	45.0	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	94.9	96.0	97.0	99.0		ISAT - Mathematics % of students exceeding state standards	45.3	47.0	50.0	54.0
ISAT - Science % of students meeting or exceeding state standards	93.4	94.0	95.0	96.0		ISAT - Science % of students exceeding state standards	47.3	50.0	53.0	60.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Audubon is a blue ribbon school awarded for narrowing the achievement gap. Our goal is 100% of students making gains on the NWEA. A large percentage (30%) of students have been accepted into selective enrollment highschools. Programs such as our extensive after school reading program to walking math help to close achievement gap. Students individually set goals around NWEA MAP testing. K-3 uses mclass and a self-created literacy assessment to identify students for RTI so that students can work toward growth in achievement early. On the School Climate and Culture portion of the Principal Performance Scorecard, the dimension of Ambitious Instruction was rated as strong.</p>	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Book clubs are part of the ongoing professional development of staff, connecting school vision to teacher's ongoing professional growth. Audubon was a pilot school for the Charolette Danielson framework for supervision and evaluation, connecting practice to College and Career Readiness standards. Weekly team meetings with the administration set the tone of the data cycles, and tie together the vision and the current work. Parent and community communication is facilitated back and forth through a variety of methods including email, website, facebook, newsletter, and backpack mail. PD days included teacher-led book clubs where teaches choose the book and joined a club based on professional interest. Audubon partnered with neighboring schools to hold a High School fair. Parents lead fundraising for the school to support the school vision.</p>	

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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 - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Equity of voice is encouraged and achieved through our weekly grade-level team meetings. Teachers regularly lead PD sessions. Every teacher is a member of 2 committee, teachers are expected to be leaders in their subject area. Bilingual coordinator focuses on involving teachers and parents. Union representatives are active and helpful in distributing information. They work with the administration. Literacy team has been instrumental in developing the Audubon literacy assessment as well as a genre based balanced literacy curriculum. Algebra has been introduced into the school, and a commitment to math differentiation is teacher led. In addition in the School Climate and Culture section of our Principal Performance scorecard, the school community rated the Effective Leaders dimension as a strong component.</p>	

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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 	<p>A new ILT has been assembled representing all grade levels, as well as specials and para-professionals. The ILT is new to Audubon, it has begun meeting regularly and has been involved in shared decision making regarding curriculum e.g. the use of walking math, intervention materials. ILT teams have deeply analyzed NEWA MAP test scores, as well as ISAT scores to facilitate intervention programs, such as the ARS after school reading program.</p>	
Monitoring and adjusting			3
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>We use NWEA, ISAT, Explore and Literacy assessment data. Administration, Staff, and the ILT regularly analyze data in "data cycles" . This is a collaborative effort between all stakeholders. During team meetings, questions of practice are discussed in a group format, and those suggestions drive changes in instructional practice to differentiate instruction to ensure all students grow. The use of Descartes in NWEA, Walking math and Language Arts are designed to meet necessary target areas for students. One example of this is our students who are above proficiency yet not</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Grade level scope and sequence plans exist and are posted on the school website for all stakeholders to use and see. Staff is beginning to incorporate the Common Core State Standards for ELA into weekly lesson plans. Staff uses leveled readers, and practices a model of balanced literacy to address both informational and literary texts. A full inclusion model ensures that students with disabilities and ELL's have access to the curriculum, as well as numerous supports through accommodations and modifications. Middle school reading curriculum aligned to CC standards, use a variety of texts at a variety of grade levels; Math is aligned to state standards and uses a combination of text and teacher created materials to meet the standards. Science has adopted the SEPUP curriculum which is an inquiry based text that aligns to the state standards. SPED teachers work collaboratively with the gen ed teachers to ensure that each student is working at their ability level.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>With a balanced literacy approach based on the Fountas and Pinell leveled matrix, the staff is able to customize the reading programs with a mix of reading materials, that are both literary and informational. In addition students have a chance to work in proximity of their instructional level and above. The Everyday Math curriculum focus is on problem solving and real world applications and is well aligned to the common core standards. We supplement this curriculum with touch math and jiji software to differentiate for all students. Audubon uses both the SALI and FOSS curriculum for</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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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. 	<p>Our use of ISAT, NWEA, Explore and our in house literacy assessment provides a strong base for assessing and gathering data. However, the Danielson framework points to our need to improve the assessment methods found within the day-to-day classroom instruction. We can check this through lesson plans (checking these for assessments), actual assessment documentation (student work samples), and through classroom observations, the use of exit card, journal quizzes, thumbs up and down, as well as teacher proximity that lends itself to immediate assessment.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Teachers communicate high levels of expectations surrounding the Common Core State Standards, and Illinois Standards through rubrics, assignments, and oral explanations. Most teachers are adept at using multiple questioning techniques at different levels, although work to ensure higher level question is needed. Teachers create curriculum maps that are aligned to standards, an example would be the aligning of the reading curriculum based in genre and level. Our work with Erikson Institute has facilitated a vertical alignment of our reading and social studies program. Audubon's full inclusion model benefits both general education students as well as students with IEP through collaboration and planning between general education, content area, and Special Education teachers. Overall 68 % of our students with IEP's are making expected gains on NWEA as well as 68% of our regular education students meeting growth targets in math and 60% meeting growth targets in reading. In addition classroom instruction has shown to push ISAT numbers forward from 74% meets/exceeds in reading in 2009 to 87% in 2011, from 75% in math to 88% in 2011, and from</p>	

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Typical School	Effective School	Evidence	Evaluation
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Intervention ----->			3
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>RTI is ongoing. Small groups of students are pulled out of class to do specialized math instruction. In class differentiated small group work in every class, double block for literacy in the middle school. Compass learning which directly coordinates to the NEWA MAP test, as well as the JiJi math software offer alternative ways to provide interventions to struggling, on level and above level students. Students who completed 100% of thier JiJi intervention had an average increase of 13.4% in RIT points as measured by the NWEA MAP test. Middle school students who completed JiJi work grew 1.5% more than the peers who did not complete JiJi work. Other intervention strategies include, Words Their Way, Fountas and Pinnell Leveled Literacy Intervention (LLI), FCRR (Florida Center for Reading Research). Interventions have the opportunity to be adjusted during each data cycle. A large intervention for</p>	

Whole staff professional development ----->			2
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Professional Learning	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>PreK to 3 has Erikson focusing on rigor. Upper grades utilize teacher led professional development. Professional development surrounds RTI, technology in the classroom, effective uses of data, and differentiation. Teacher book clubs provide for self-selected professional development that crosses grade level and content area teams. Opportunities for teachers to attend workshops and professional development are always available.</p>	
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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers meet weekly and plan through a data cycle approach. Meetings are staff, student and data driven revolving around problems of practice. Staff creates curriculum maps which guide quarterly instruction. Full inclusion provides time for general education, special education and ELL staff to collaborate. Grade level clusters are represented by a member of the ILT team. In addition the school community recognizes these strengths as in the School Climate and Culture section of the Principal Performance Scorecard, the dimension of Collaborative Teachers was rated as Strong.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>We had each new teacher complete a round of observations throughout the school and then select a mentor. During PD days, we scheduled time for mentors and mentees to meet as a large group. We used cross-classroom observations to focus on science, reading, and vertical alignment. Teachers provide each other feedback during team meetings through discussions of problems of practice and data cycles. Administration provides feedback during the formal observation process.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>The middle school uses 'executive functioning' to help students organize. They take students to visit high schools and a college campus. A teacher started an after-school study group with the goal of having all 8th graders walk the stage at graduation. 75% of our eighth graders are happy with their high school plans. 8th teachers use advisory time to plan for high school, apply, and fill out scholarships for HS, write letters of recommendation when necessary.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>This year we started a silent mentoring program for new teachers. We have used a full inclusion model. The new Bilingual committee and partnering with our Friends of Audubon and Redmoon theater partners are doing a great job of involving parents and have organized a school-wide evening event. On a recent student survey, 91.5% of 5-8 graders agreed that "teachers have high expectations of me." Discipline referrals are very low, as teacher relationships with students promote positive behavior.</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>In the School Climate and Culture portion of the Principal Performace Scorecard, Audubon rated as strong in the supportive environment dimension. We feel this is for a number of reasons. All teachers have a classroom management system. There is a behavior rubric detailing consequences for SCC violations. There is on-going discussion with teachers on ways to improve the system. K-2 recently completed a positive discipline data cycle, middle school has dozens of students working voluntarily in classrooms before and after school each day.</p>	

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 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. 	<p>We distribute our school performance policy report card to all parents. We publicly share NWEA and ISAT performance data. Teachers share grade-level expectations with parents during report card pick-up. Teacher curriculum mapping plans are made available on the school website. Students and teachers discuss high school and career options during advisory time. School tours are held twice monthly to provide prospective parents information regarding Audubon. Parents feel strongly that the school acts as a partner with themselves and the community at large as demonstrated in the dimension of Involved Families in the School Climate and Culture section of the Principal Performance Scorecard.</p>	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<p>Audubon sends out tons of information, through multiple sources. Teachers utilize email lists as well as classroom newsletters to keep parents informed of all activities. The school utilizes the Constant Contact program to send out all school wide information from different organizations such as administration LSC, Friends of, and the inclusion committee in a timely fashion. Classrooms have room parents. We expect teachers to reply to parent emails within 24</p>	
	Bonding ----->			4
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>Every morning and after school we have dozens of parents in the hallways. We can count the number of parent volunteers in each classroom throughout the year. Students, parents and community members are invited and have a high rate of participation in: The winter program, summer reading challenge, Pulitzer prize, talent show, science fairs, Literacy Night, Unique Week, 7th grade Poem slam, Hawk Walk, I heart Audubon, Math night, and up stander day - School is very warm and welcoming- Parents are encouraged to join committees (Inclusion committee) and volunteer in classrooms, Parents lead art projects, and pull out math enrichment</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			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. 	Students have been taken to get glasses. The school counselor has made home visits when needed, and the staff and administration has worked with both SASS and DCFS when appropriate.	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	8th graders take explore test and we discuss different career options, college/careers is occasionally discussed in advisory but not the general focus.	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	This year, we had a test prep class for HS entrance exams. We organized a HS fair and partnered with several area elementary schools. This was one of the areas of focus on the 2010-2012 SIPAAA. School does encourage high performing students to take advanced courses in HS. Algebra. Students have to work above grade level to earn an A, 5th-7th grade math classes are all one grade level higher to prepare 8th graders for Algebra.		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	This year we had about 32 different after-school activities. About half of the students are involved in at least one after school activity. The school provides enrichment programs and extracurricular programs both during the school day and after school. Redmoon		

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 ----->			2
	<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. 	8th grade participates in the EXPLORE assessment and other grade levels participate in the CPS created CCSS assessment. Both assessments are used to assess college and career readiness.	
	College & Career Admissions and Affordability ----->			3
	<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. 	8th grade HR teachers assist students with scholarship applications for HS.	
Transitions ----->			2	
	<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. 	Teachers communicate each year when they send the new homerooms to the next grade-level. We need to improve family involvement in summer preparation for the next grade. The summer reading challenge is one way we do this, but I feel there is room to do more. We can take a look at our NWEA scores' summer drop-off and try to eliminate it.	

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 ----->			3
	<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. 	Discretionary funds provide the resources to run the ARS program, the after school reading program. These funds also provide enrichment opportunities in the arts, music, and fitness. Audubon partners with outside organizations such as the Friends of Audubon, Roscoe Village Neighbors, and the Lakeview YMCA to raise funds for After School Programing, as well as paying for reduced classroom size instruction and full day kindergarten. Partnerships with Redmoon Theater, and the Erikson institute help enhance both student growth as well as staff capacity though both professional development to increase student growth and achievement as well	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	Vacancies are anticipated, with an average of ___ student teachers in the building, a stream of potential candidates for anticipated positions is built. In addition all aides that are hired are certified teachers, so that they learn the kids and the buildings routines. This provides candidates that are ready immediatley. Standard questions and scenerios are used to interview cnadidates, as well as individualizing the process based on the candidates qualifications. Grade/subject area team members are included in the interview process. Candidates then teach model lessons and are debriefed. After inclusion, this might be what we do best. We have first round interviews with a group of teachers, we have second round interviews where candidates teach either actual students or teachers who are role playing. We view student teachers, para-	
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. 	Our school day allows for common planning time daily with grade level teams, in addition Wednesday's time is set aside for teams to meet with the administrative team to collaborate on school wide items such as data planning, RTI, and assessments. The scheduled end time of 1:45 provides the vehicle for a comprehensive after school reading program in which struggling students' receive an hour of additional reading instruction. Grade bands have common planning time every day. Once a week, we hold grade-level team meetings. Our dedicated block for RTI is one hour after school Mon-	

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

Focus on the development of the whole child: emotionally, socially, and academically. Ensure that students of all ability levels learn through engaging, and authentic experiences. Build strong relationships among Audubon's students, teachers, and families that foster a nurturing learning environment. Make children aware of the responsibilities and opportunities of citizenship in a global community.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase the number of students above proficiency meeting growth targets in reading and math as measured by the MAP assessmet	32.8% of students are meeting proficiency targets but are below growth targets in reading. 31.7% of students are meeting proficiency targets but are below growth targets in math. Student differentiation for students at the higher achievement should occur, as well as multiple opportunities for enrichment.
2	Align Language Arts, Mathematics, Science and Social Science curriculum to the Common Core State Standards.	Scores on the CCSS Benchmark Reading and Math Performance ran between 30% and 70%. There is a need to align curriculum resources and instruction to the common core state standards framework.
3	Increase College and Career readiness through achievement and awareness.	A composite of 21 on the Explore test is a predictor that students will be highly prepared for college and career readiness. Out of 36 students only 12 met these criteria. 18 students fell into the 16-19 composite range, 13 students in the 13-15 composite range, and 4 students in the 1-12 composite range. With curriculum and instruction aligned to common core state standards, Explore assessment data will enhance other factors to better prepare out students for success in their future education.
4	Increase the integration of technology across subject areas to support the common core state standards.	The Common Core State Standards state that students should use technology and digital media strategically and capably. To this end, technology use, resources and purchases must be aligned and supportive of the standards.
5		

Strategic Priority 1

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

Strategic Priority Description	Rationale
Increase the number of students above proficiency meeting growth targets in reading and math as measured by the MAP assessment	32.8% of students are meeting proficiency targets but are below growth targets in reading. 31.7% of students are meeting proficiency targets but are below growth targets in math. Student differentiation for students at the higher achievement should occur, as well as multiple opportunities for enrichment.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze data for initial instruction	ILT/ Teacher Teams	All	ILT/Teacher Teams	Summer 2012	Quarter 1		
Create data plans focusing on a target group for instruction.	Instruction	Other student group	ILT/Teacher Teams	Summer 2012	Quarter 1		
Create a math circle after school program for accelerated mathematics students.	After School/ Extended Day	Other student group	Principal	Quarter 1	Quarter 2		
Create an after school reading enrichment program focusing in on high achieving students.	After School/ Extended Day	Other student group	Principal	Quarter 1	Quarter 1		
Analyze the first round of NWEA MAP testing to assess target group growth.	Instruction	All	ILT/Teacher Teams	Quarter 2	On-going		
Time to vertical plan so that there is an understanding of the next step of development.	Instruction	All	ILT/Teacher Teams	Summer 2012	On-going		
Create book clubs that enrich students	After School/ Extended Day	All	Literacy Team	Quarter 2	Quarter 2		
Locating context appropriate yet challenging text for primary.	Instructional Materials	All	Literacy Team	Quarter 2	On-going		
Create Intervention Specialist bucket positions to provide support for target students.	Staffing	Other student group	Principal	Summer 2012	Quarter 1		
Use the schedule to facilitate offering opportunities for enrichment.	After School/ Extended Day	All	ILT	On-going	Quarter 1		
Identify and purchase materials to work with high achieving students	Supplies	Other student group	ILT/Teacher Teams	On-going	On-going		



Strategic Priority 1

Provide professional development focusing on differentiating for high achieving students	Professional Development	Other student group	Principal	Quarter 2	On-going		



Strategic Priority 2

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

Strategic Priority Description	Rationale
Align Language Arts, Mathematics, Science and Social Science curriculum to the Common Core State Standards.	Scores on the CCSS Benchmark Reading and Math Performance ran between 30% and 70%. There is a need to align curriculum resources and instruction to the common core state standards framework.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development to ILT in relation to the common core state standards.	Professional Development	All	Administration	On-going	On-going		
Provide additional professional development as an introduction to using the common core standards in planning.	Professional Development	All	Administration	Summer 2012	On-going		
Begin unit planning through summer institute with Erikson Institute.	Instruction	All	ILT/Teacher Teams	Summer 2012	Quarter 1		
Provide paid planning time during the summer to create initial units of study.	Instruction	All	Administration	Summer 2012	Quarter 1		
Provide professional development surrounding the use of performance assessments.	Professional Development	All	Administration	Quarter 1	Quarter 2		
Create school wide performance assessments.	Instruction	All	ILT/Teacher Teams	Quarter 1	Quarter 2		
Provide ILT time to create a roadmap to a school wide writing plan incorporating the common core state standards.	ILT/ Teacher Teams	All	Administration	On-going	Quarter 2		
Provide paid planning time to grade level teams to build a school wide writing plan.	ILT/ Teacher Teams	All	Administration	On-going	On-going		
Pre-assess students to obtain baseline writing data.	Instruction	All	ILT/Teacher Teams	Quarter 1	Quarter 1		
Monitor progress of the school wide writing program to assess effectiveness.	ILT/ Teacher Teams	All	ILT/Teacher Teams	Quarter 2	Summer 2013		
Provide professional development to school wide mathematics and science teachers focusing on integrating both subjects using common core state standards.	Professional Development	All	Administration	Quarter 2	Summer 2013		
Align language arts materials to the common core state standards, focusing on increasing informational text and text complexity	Instruction	All	ILT/Teacher Teams	Quarter 1	On-going		



Strategic Priority 2

Align current math curriculum to the common core state standards, focusing on assessing the need for supplementary materials.	Instruction	All	ILT/Teacher Teams	Quarter 2	Quarter 4		
Plan for modifications within the common core state standards for students with IEP's	Instruction	Students With Disabilities	SPED/Teacher Teams	On-going	Quarter 2		
Plan for modifications within the common core state standards for ELL students.	Instruction	English Language Learners	ELL Team/Teacher Teams	On-going	Quarter 2		
Incorporate argumentative writing across all subject areas	Instruction	All	ILT/Teacher Teams	On-going	Quarter 1		
Facilitate parent understanding of the Common Core State Standards	Parental Involvement	All	ILT/Teacher Teams	Quarter 2	Quarter 3		



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
Increase College and Career readiness through achievement and awareness.	A composite of 21 on the Explore test is a predictor that students will be highly prepared for college and career readiness. Out of 36 students only 12 met these criteria. 18 students fell into the 16-19 composite range, 13 students in the 13-15 composite range, and 4 students in the 1-12 composite range. With curriculum and instruction aligned to common core state standards, Explore assessment data will enhance other factors to

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use previous year's data to analyze areas of growth for students in college and career readiness.	Instruction	Other student group	ILT/Teacher Teams	Summer 2012	Quarter 1		
Provide professional development to intermediate and middle school staff focusing on what the EXPLORE test measures and it's correlation to college readiness.	Professional Development	Other student group	Administration	Quarter 2	Quarter 3		
Incorporate EXPLORE data into initial data planning for upper grade students.	ILT/ Teacher Teams	Other student group	Middle School Team	On-going	Quarter 2		
Staff and counselor connect with high schools to create better vertical alignment to improve transitions for students.	Other	All	Counselor/Middle School Team	Quarter 2	Quarter 3		
Plan for ELL students' success on EXPLORE.	ILT/ Teacher Teams	English Language Learners	Administration	On-going	Quarter 3		
Provide guidance for primary teachers in regards to college readiness	ILT/ Teacher Teams	All	Counselor / Administration	Quarter 1	Quarter 3		
College campus visits	Other	Other student group	Counselor / Administration	Quarter 3	Quarter 4		
Plan for students with IEP's success on EXPLORE.	ILT/ Teacher Teams	Students With Disabilities	SPED Team / Teacher Teams	On-going	Quarter 2		



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
Increase the integration of technology across subject areas to support the common core state standards.	The Common Core State Standards state that students should use technology and digital media strategically and capably. To this end, technology use, resources and purchases must be aligned and supportive of the standards.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a staff survey to judge the technology readiness of the staff.	Equipment/Technology	All	Administration	Summer 2012	Quarter 1		
Use survey data to assess the effectiveness of current technology.	Equipment/Technology	All	ILT	Summer 2012	On-going		
Provide professional development focusing on utilizing Smart Board and Prometheum Boards in the classroom.	Professional Development	All	Tech Coordinator /Administration	On-going	On-going		
Provide professional development focusing in integrating IPAD's into the specific content areas.	Professional Development	All	Tech Coordinator /Administration	On-going	Quarter 3		
Provide professional development focusing in utilizing technology in an RTI setting.	Professional Development	All	ILT/SPED Team/Administration	Quarter 1	Year 2		
Plan for utilizing technology to implement the common core state standards.	Instruction	All	ILT/Staff	Quarter 2	Summer 2013		
Plan for the utilization of technology in the creation of performance tasks for the common core state standards.	Instruction	All	ILT/Staff	Quarter 1	Quarter 4		
Upgrade and update the school website focusing on general functionality.	Parental Involvement	All	Tech Coordinator /Administration/FoA	On-going	Quarter 1		
Provide professional development for teachers focusing on creating web pages to facilitate teacher-parent communication.	Parental Involvement	All	Tech Coordinator/Staff	Quarter 2	Quarter 1		
Create a school wide technology plan.	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 2		
Utilize the school wide technology plan to make informed and appropriate technology purchases.	Equipment/Technology	All	Administration	On-going	On-going		



Strategic Priority 4

Create templates for units of study that are teachers friendly.	Instruction	All	ILT/Staff	On-going	Quarter 1		
Provide instruction for students to utilize personal folders and CPS email.	Professional Development	All	Tech Coordinator	Quarter 2	Quarter 2		
Provide professional development to build capacity for teachers, and students to utilize Google Docs.	Professional Development	All	Tech Coordinator	Quarter 1	Quarter 2		



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