



2012-2014 Continuous Improvement Work Plan

Andrew Carnegie Elementary School

Burnham Park Elementary Network
1414 E 61st Pl Chicago, IL 60637
ISBE ID: 150162990252120
School ID: 609837
Oracle ID: 22551



Mission Statement

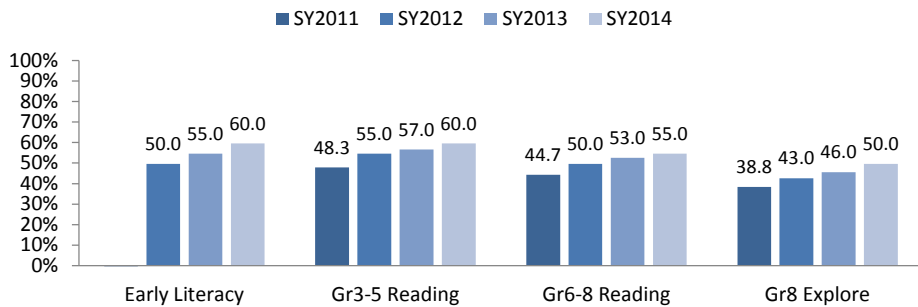
Andrew Carnegie Elementary School will prepare all students, including students with disabilities, to be college or career ready through differentiated instruction, data driven decision making and research based instructional strategies. We are also committed to fostering lifelong learning and problem solving through meaningful and practical connections to the world, and creating a school-home based partnership through open communication, collaboration and cooperation.

Strategic Priorities

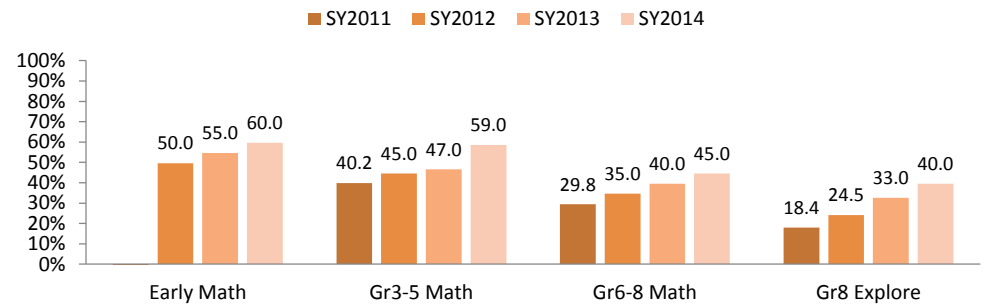
- 1. Teachers will deliver Common Core aligned math instruction to all students in grades K-8 using high quality text.
2. Teachers will deliver Common Core aligned literacy instruction to all students in grades K-8 using high quality informational text
3. Provide reading and math intervention Tier 2 and 3 students identified using NWEA data and other assessments.
4. Primary teachers (K-3) will implement balanced literacy through a common literacy reading block and common instructional practices, including a Fountas and Pinnell Guided Reading system and TRC Assessment.

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:	Andrew Carnegie 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
Marlene P. Heatah	Principal
Jean Pate	Assistant Principal
Arma Adams	Counselor/Case Manager
Juanita Stem	Lead/ Resource Teacher
Valerie Battiest Danzy	Classroom Teacher
Alison Cunningham	Classroom Teacher
Daisy Luckey-Anderson	Classroom Teacher
Kelly Shepard	Classroom Teacher
Sandra Steele	Classroom Teacher
Tina Williams	LSC Member
Mario Booker	Classroom Teacher
Nekia King	Classroom Teacher

Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA	50.0	55.0	60.0		Early Math % of students at Benchmark on mClass	NDA	50.0	55.0	60.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	48.3	55.0	57.0	60.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	40.2	45.0	47.0	59.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	40.8	55.0	57.0	60.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	52.3	60.0	62.0	65.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	44.7	50.0	53.0	55.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	29.8	35.0	40.0	45.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	36.2	40.0	45.0	50.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	32.6	40.0	45.0	50.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	38.8	43.0	46.0	50.0		Explore - Math % of students at college readiness benchmark	18.4	24.5	33.0	40.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.6	95.0	96.0	97.0	Misconducts Rate of Misconducts (any) per 100	6.2	6.0	5.8	5.6

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	79.6	82.0	85.0	87.0	ISAT - Reading % of students exceeding state standards	20.4	25.0	27.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	79.7	82.0	85.0	87.0	ISAT - Mathematics % of students exceeding state standards	21.4	25.0	27.0	30.0
ISAT - Science % of students meeting or exceeding state standards	75.5	77.0	80.0	82.0	ISAT - Science % of students exceeding state standards	7.5	10.0	12.0	15.0

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>Carnegie has established goals for primary, intermediate, and upper students in our Theory of Action Plan. The goals are based on the results of 2011 NWEA and ISAT data.</p> <p>All students are aware of their growth expectations and teachers are charting their progress so that students can see how close they are to attaining individual goals.</p> <p>This year we expect 55% of our students to meet growth targets on NWEA, goal set by CPS.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>A part-time literacy coach has been hired this year to develop and implement staff professional learning. Our focus this year has been CCSS. Grade levels have common preparation periods that are used to differentiate professional learning. We also provide the opportunity for staff members to attend professional learning opportunities after school and on some Saturdays.</p> <p>Internal rounds are conducted informally on a daily basis by the principal, assistant principal, literacy coach, IB/Gifted Coordinator, and members of the teaching staff to monitor implementation of our schoolwide strategy, scaffolding.</p> <p>Even though it was not previously stated specifically, it is inferred in our vision that we prepare students for careers in a global society.</p> <p>The school has a website, newsletters, bulletins, and places robo calls to provide parents with basic information about school events. Parent organizations, LSC, PAC, PTA also work with the principal to keep parents informed.</p>	

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Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teachers are encouraged to become a member of one of many established committees at Carnegie. The committees have a standing meeting date and have selected chairpersons to facilitate the committee functions.</p> <p>We are inconsistent in sharing learning about effective practices that are presented in PD sessions held outside of the school.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			3
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>We have established an ILT that has a representative of every stakeholder in our instructional community. The team consists of the principal, assistant principal, counselor/cases manager, Gifted/IB coordinator, along with representatives from primary, intermediate, upper and special education. The ILT was under the direction of a former literacy coach from Area 9 and did extensive work with Theory of Action Plans, data analysis, and implementing Common Core Standards.</p> <p>We developed a common agenda for ILT and Grade Level meetings that included action steps, who is responsible for the action, the deadline that the action is to be completed.</p> <p>The ILT determined that Scaffolding was the strategy that we would focus on this year and all of our professional development has been based upon this strategy.</p>	
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. 	<p>Carnegie's ILT meets twice monthly to discuss schoolwide data. Teachers track NWEA data through data charts.</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>Quarterly scope and sequence based upon the Common Core State Standards is completed each quarter by teachers. The map is based on ISAT and CCSS. Teachers have begun unpacking the CCSS in ELA, which is used to create the quarterly map.</p> <p>Grade level teams are established with a common period to meet each week.</p> <p>Text used are multi-genre. Students are exposed to a mixture of genres through basals, novels, Jr. Scholastic, Storyworks, etc. SpEd teachers are meeting with GenEd teachers to develop lesson plans and collaborative logs.</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>Each grade level and department has multiple instructional materials that are aligned to content standards. However, some materials may be limited, incomplete, and not used frequently. Math manipulatives and differentiated classroom libraries support all learners. However, not all class libraries are leveled.</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 ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Data is available immediately through CIM, NWEA and graded classwork.</p> <p>NWEA MAP data is used for screening, formative and summative.</p> <p>CCSS Quarterly Assessment is a benchmark and provides a formative assessment. Teachers have various formative summative assessments at the grade level (e.g. unit tests, check lists). Students are assessed multiple ways through extended response, presentations, artifacts, multiple choice, matching, and cloze questions that are based in IL and CCSS standards.</p> <p>Students with special needs are given extended time, modified tests, and grading scales (according to provisions listed on the IEPs).</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 have begun posting objectives and stating their relevance on a daily basis, modeling instruction and providing opportunities for guided and independent practice are in place through the scaffolded lessons model. A rubric has been developed and implemented so that teachers are aware of the phases of a scaffolded lesson and can reflect on their own teaching.</p> <p>PD for CCSS has been provided and some teachers have begun to unpack the CCSS that may align their objectives to the standards. Objectives from CCSS are the posted on the board each day and their relevance is explained to students.</p>	

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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. 	<p>The Rtl committee has had limited exposure to the Rtl process. There were two meetings held during the 2009 school year and nothing since.</p> <p>We have been unable to get a clear definition of types of data can be used for Rtl. Every intervention that we suggest has been denied by the social worker.</p>	
	Whole staff professional development ----->			4
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Our year long focus is aligned with our Theory of Action that targets growth areas and priorities. PD is given quarterly and bi-weekly. Our evidence of monitoring include agendas, exit sheets, and sign-in sheets.</p> <p>PD is applicable to curriculum and instruction, quarterly curriculum CCSS, unpacking CCSS to build objectives, scaffolding instruction, rigor, and data analysis.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers collaborate weekly in grade level meetings and analyze data and plan instruction. Teachers have a common schedule to support grade level meetings.</p> <p>A set agenda has been introduced and minutes are shared.</p> <p>The IB program teachers meet regularly with the Special Education and specialty teachers.</p> <p>Most teachers are support by an assigned ILT member.</p> <p>A grade level meeting protocol rubric has been distributed.</p>	
	Instructional coaching ----->			1
	<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>Currently, we do not have an instructional coaching framework in place. Coaching typically takes place through informal associations.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<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>Students that qualify are encouraged to apply for selective enrollment high schools. All students participate in Carnegie's High School fair in addition to those held by our community partner, WCPC where students and their parents have the opportunity to talk to counselors to select the best fit for their children. Eighth grade teachers and counselor create bulletin board with information about high school open houses and admissions information. The entire school participates in College Day where we wear university clothing to promote college education. Sixth through eighth grade students are taught using the more rigorous IB curriculum so that they will be better prepared for high school classes. We use the services of UofC and Roosevelt students to tutor our students.</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>Carnegie has an open door policy that permits students to speak with the principal, counselor, or teachers about their academic progress. Teachers volunteer their time to work with students before or after school to address academic needs. Carnegie's philosophy is to discipline with dignity. If the need arises, we use the counselor or social worker to help students find ways to deal with conflicts. We have instituted the inclusion model for students with disabilities. They are involved in all before, during and after school activities. We respect not only the students' home culture, but strive to expose them to the cultures of others through reading materials and field trips.</p>	
Behavior & Safety ----->			3	

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Typical School	Effective School	Evidence	Evaluation
<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>Carnegie uses the CPS Student Code of Conduct to ensure that we are consistent school wide in our approach to discipline. The school encourages teachers to seek parental assistance when discipline violations occur.</p> <p>Staff members are assigned to duty posts in the morning and after school to monitor student behavior on the playground.</p> <p>Surveys data report the most students and parents feel secure when they are in our building.</p>	

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	Typical School	Effective School	Evidence	Evaluation
NSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<p>The principal hold a meeting yearly at open house to provide families with information on school performance. This information is also available on various CPS websites.</p> <p>Teachers meet with parents three times a year to provide them with information on expectations at a given grade level. Parents have the opportunity to meet with teachers at open house at the beginning of the year and fall and spring report card pickups. Parents are also encouraged to make appointments to discuss expectations at any time.</p> <p>Our counselor works closely with 8th grade parents to distribute information about school choice. She also plans a high school fair so that parents can talk to representatives from school they are interested in.</p>	
	Ongoing communication ----->			4
	<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>Many teachers have established Schoolnotes.com pages to communicate with parents. Here they list homework and projects. There is also a link for parents to email the teacher.</p>	
Bonding ----->			4	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMEI	<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>Students and visitors are greeted warmly when they enter Carnegie. All parents are invited to participate in the PAC, LSC, attend assemblies, and field trips. There is so much parental participation in assemblies that we have to have parent only assemblies because the gymnasium cannot accommodate parents and students at the same time.</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
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. 	We provide services during school hours because we do not have the resources to do otherwise.	
	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. 	Information about college and career choices is provide only through college and career day activities.	
Academic Planning ----->			2	
<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. 	We are an elementary school and have not placed great emphasis on college and career planning other than high school choice. High performing students are encouraged to take the Algebra course for high school credit.		
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. 	All students are encouraged participate in many extra-curricular activities: girls' and boys' basketball, track, volleyball, drill team, junior mentors, cheerleading, math buddies, and the student media club.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Students in 8th grade take the Explore test wich includes an assessment of college and career ambitions.	
	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. 	Not applicable to elementary students.	
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. 	Promotion criteria provided to families of students in 3rd, 6th, and 8th grades. Pre-K students and teachers participate in a transition program that allows student to receive instruction from their anticipated kindergarten teachers.	

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. 	<p>Funds spent on leadership coach that directs ILT and CCSS. Extended day buckets created for teacher to attend PD that focuses on CCSS. Additional funds spend on updating technology in classrooms by purchasing e-readers, iPads, LCS projectors, Elmos, and upgrading computer labs.</p> <p>School also uses discretionary money to purchase teacher assistants to reduce the adult to student ratio in kindergarten. The school is provided with only at .5 art and kindergarten teacher so money is used so that they art teacher has a full time position. Discretionary money is also used to purchase classroom teachers, buy supplies and</p>	
	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. 	<p>Hiring is conducted only when there is a need for additional staff, mostly a vacancy has or will occur.</p> <p>Whenever possible, interviews are conducted by a team of staff members.</p>	
	Use of Time ----->			3

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
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<p>We have instituted a walking reading program where students are placed in groups based on NWEA data.</p> <p>Common planning time is scheduled for all grade level teachers to focus on student achievement.</p> <p>Struggling students work in small groups with university students.</p> <p>We scheduled additional math minutes for student taking Algebra for high school credit.</p> <p>SpEd and GenEd teacher co-teach.</p>	

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

Andrew Carnegie Elementary School will prepare all students, including students with disabilities, to be college or career ready through differentiated instruction, data driven decision making and research based instructional strategies. We are also committed to fostering lifelong learning and problem solving through meaningful and practical connections to the world, and creating a school-home based partnership through open communication, collaboration and cooperation.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will deliver Common Core aligned math instruction to all students in grades K-8 using high quality text.	The 2011 MAP test scores data reveals that 60% of 3rd - 5th grade and 70% of 6th - 8th grade students are not performing at or above grade level in math. We have a need to implement a rigorous differentiated math curriculum for all grade levels.
2	Teachers will deliver Common Core aligned literacy instruction to all students in grades K-8 using high quality informational text	The 2011 MAP test scores data reveals that 52% of 3rd - 5th grade and 55% of 6th - 8th grade students are not performing at or above grade level in math. We have a need to implement a rigorous differentiated literacy curriculum based on informational text for all grade levels.
3	Provide reading and math intervention Tier 2 and 3 students identified using NWEA data and other assessments.	We have struggled in identifying research based interventions to produce growth or show the need for further evaluations for tiers 2 & 3 students in both reading and math.
4	Primary teachers (K-3) will implement balanced literacy through a common literacy reading block and common instructional practices, including a Fountas and Pinnell Guided Reading system and TRC Assessment.	The data shows that 47% of our 3rd grade students are proficient on the MAP test, 89 % of our Gifted students are proficient and only 13% in one class and 59% in the other. Our challenge is to implement a rigorous, standards based balanced literacy program in the primary grades to provide students with the background they need to succeed in 3rd grade.
5	Optional	

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
Teachers will deliver Common Core aligned math instruction to all students in grades K-8 using high quality text.	The 2011 MAP test scores data reveals that 60% of 3rd - 5th grade and 70% of 6th - 8th grade students are not performing at or above grade level in math. We have a need to implement a rigorous differentiated math curriculum for all grade levels.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase the time students spend on mathematically sound and significant tasks which call for problem formation, problem solving, and mathematical reasoning. Ensure alignment to Common Core State Standards (CCSS).	After School/ Extended Day	All	Teachers	Quarter 1	On-going		
Use technology to engage students in mathematical investigations or as they embark upon mathematically relevant tasks which require students to make sense of mathematical concepts, procedures, history or applications to real-world situations. Ensure alignment to Common Core State Standards (CCSS).	Equipment/ Technology	All	Teachers	Quarter 1	On-going		
Ensure the implementation of CCSS in Mathematics through processes that guide classroom instruction, i.e. classroom visits and grade level meeting agendas.	ILT/ Teacher Teams	Not Applicable	ILT	Quarter 1	On-going		
Develop a rigorous and differentiated mathematics curriculum that incorporates the use of high quality texts.	ILT/ Teacher Teams	Not Applicable	Mathematics Curriculum Team collaborates with Teachers	Summer 2012	On-going		
Scaffold mathematics lessons in ways that engage students' intellect, promote communications about mathematics, and develop understandings and skills.	Instruction	Not Applicable	Teachers	Quarter 1	On-going		
Develop a system to inventory and store mathematics materials that will encourage teacher collaboration and responsible access to materials.	Instructional Materials	Not Applicable	Mathematics Curriculum Team collaborates with Teachers	Summer 2012	Quarter 2		
Special Education teachers will deliver mathematics instruction to students in their Least Restrictive Environment.	Instruction	Students With Disabilities	Special Education Teachers	Quarter 1	On-going		



Strategic Priority 1

Support the abilities of Special Education teachers to access and use support materials that enable students to meet the mathematics goals of their Individual Educational Plans (IEPs).	Instructional Materials	Students With Disabilities	Special Education Teachers	Quarter 1	On-going		
Provide grade level appropriate workshops that encourage and support teachers' abilities to develop mathematically sound and significant tasks which require students to use mathematical reasoning to form and solve problems.	Professional Development	Not Applicable	Mathematics Curriculum Team	Quarter 1	On-going		
Provide grade level appropriate workshops that encourage and support teachers' abilities to infuse mathematically appropriate and useful technologies into their curriculum.	Professional Development	Not Applicable	Technology Curriculum Team	Quarter 1	On-going		
Invite parents to participate in the creation and exhibition of students' mathematical projects.	Parental Involvement	All	Teachers	Quarter 1	On-going		
Place teachers with mathematics credentials in all grade levels when feasible.	Staffing	Not Applicable	Administration	Summer 2012	On-going		
Consider the current possession of useful mathematics supplies and teachers' abilities to maximize their use when purchasing materials.	Supplies	Not Applicable	Administration	Summer 2012	On-going		
Share ideas about rigorous and CCSS based mathematics curriculum with the school community.	LSC/ PAC/ PTA	Not Applicable	Administration	Quarter 1	On-going		

Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers will deliver Common Core aligned literacy instruction to all students in grades K-8 using high quality informational text	The 2011 MAP test scores data reveals that 52% of 3rd - 5th grade and 55% of 6th - 8th grade students are not performing at or above grade level in math. We have a need to implement a rigorous differentiated literacy curriculum based on informational text for all grade levels.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze READING student data from the 2011/End of Year -including NWEA and ISAT set growth targets for grade levels and students	After School/ Extended Day	All	All Teachers	Quarter 1			
Unpack English Language Arts (ELA) Common Core State Standards (CCSS) in RL, RI, and W so that each grade level will have a common understanding of the meaning of the common core standards.	ILT/ Teacher Teams		All Teachers	Quarter 1			
Align a common grade level ELA 10 week Quarterly Map based on the Common Core State Standards for all quarters.	ILT/ Teacher Teams		All Teachers	Quarter 1			
Conduct weekly Grade Level Meetings where norms include an agenda focus on Data (work samples based on ELA objectives from CCSS) and Lesson Planning around the ELA CCSS	ILT/ Teacher Teams		All Teachers; Each Grade Level has a Chairperson who facilitates	Quarter 1			
Level classroom libraries to ensure grade-level bands of reading rigor, as well as ensure differentiated text and multi-genre	Instructional Materials		All Teachers	Quarter 2			
Create a minimum of one quarterly common grade assessment in a RL, RI, and W standard that test a CCSS; teachers can use to analyze work samples/data from grade level	ILT/ Teacher Teams		All Teachers; Each Grade Level completes one COMMON quarterly map of standards	Quarter 2			
Implement Common Scaffolding Practices that include clear objectives, modeling instruction, guided practice and independent practice of CCSS	Instruction		All Teachers	Quarter 1			
Implement rigorous lessons that include complexity, ambiguity, provacativeness, and/or emotion	Instruction		All Teachers	Quarter 2			
Complete the NWEA Reading Assessments for Fall, Winter, and Spring	Instruction		All Homeroom Teachers	On-going			
Analyze NWEA Reading data and share data with students	ILT/ Teacher Teams		All Teachers	On-going			

Strategic Priority 2

Complete the Quarter Common Core Benchmark Assessments in Reading Assessments (for each quarter)	ILT/ Teacher Teams		All Homeroom Teachers	On-going			
Analyze CCSS Reading data to guide practice and plan for the next Quarter Curriculum Map standards-- share data with students.	ILT/ Teacher Teams		All Teachers	On-going			
Provide continuous In-house Professional Development that supports Priority 2--including unacking the standards, common curriculum planning for long-term using the CCSS-- backwards mapping, short-term lesson planning using objectives, Developing Common Assessments using the CCSS, scaffolding instruction, Rigor (using text and task), analyzing data, etc.	Professional Development		ILT Members V. Battiest-Danzy (PD Coordinator)	On-going			
Inventory Fountas and Pinnell Guided Reading System	Instructional Materials			Summer 2012			
Organize and order necessary pieces of Fountas and Pinnell Guided Reading System A-Z in a centralized location to use as "check-out" system for Guided Reading instruction or Independent Reading Informal Assessments.	Instructional Materials		Cycle Team Leads and Lit. PD Coach	Summer 2012			
Progress monitor independent reading levels, minimally twice a year, to determine independent reading levels progress toward grade level taragets or text complexity band proficiency.	ILT/ Teacher Teams		4-8 Teachers	Quarter 2			
Implement a common 90 minute Reading Block (K-5) that includes Core Instruction, Guided Reading, Phonics/Word Study, Fluency Practice, and Writing. Establish balanced reading in 6-8 departmental cycle 50 minute block for reading and 50 minute block for writing.	ILT/ Teacher Teams		4-8 Teachers	Quarter 1			
Implement a reading and writing workshop model using mentor text.	ILT/ Teacher Teams		6-8 Teachers	Quarter 3			
Develop and adopt a school-wide scope and sequence genre map for the year the incorporates the narrative, expository, and persuasive models for reading and writing.	Instruction	All	K-8 Teachers	Summer 2012			
Differentiated instruction withing the classroom as opposed to a walking reading program.	Instruction	All	K-8 Teachers	Quarter 1			
Implement daily writing routines which include Writing About/Responding to Texts, literature and informational, and Writing to Learn, in the modes of narrative, expository, and opinion papers.	Instruction		Grades 4-8	Quarter 1			

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 reading and math intervention Tier 2 and 3 students identified using NWEA data and other assessments.	We have struggled in identifying research based interventions to produce growth or show the need for further evaluations for tiers 2 & 3 students in both reading and math.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase program that supports RTI-Burst, 3000, Fast Math for example	Instructional Materials	All	Principal	Summer 2012			
Use Fall NWEA data as a baseline to place students in either Tier 2 or Tier 3.	Instructional Materials	All	All Teachers	Quarter 1			
Establish RTI team (preferably interested teachers or principal selected) to analyze student plan to accelerate learning in tier 2 and 3.	ILT/ Teacher Teams		Principal	Summer 2012			
RTI team will provide Professional Development for the teachers of students on Tiers 2 & 3 on how to monitor and assess students inside the classroom.	Professional Development		Teacher Teams	Quarter 1			
Conduct monthly meetings to progress check on staff and their comfort level with implementing scientific research based strategies.	ILT/ Teacher Teams		Teacher Teams	On-going			
Conduct weekly grade level meetings where norms include an agenda focus on RTI.	ILT/ Teacher Teams		Teacher Teams	Quarter 1			
Progress Monitor independent reading levels to align to text in the classroom library to ensure access for all leveled readers.	ILT/ Teacher Teams	All	All Teachers	Quarter 1			
Students in Tier 3 who have not made significant improvement during progress monitoring will be referred to the Special Education team for review.	Staffing	Students With Disabilities	RTI team	On-going			

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
Primary teachers (K-3) will implement balanced literacy through a common literacy reading block and common instructional practices, including a Fountas and Pinnell Guided Reading system and TRC Assessment.	The data shows that 47% of our 3rd grade students are proficient on the MAP test, 89 % of our Gifted students are proficient and only 13% in one class and 59% in the other. Our challenge is to implement a rigorous, standards based balanced literacy program in the primary grades to provide students with the background they need to succeed in 3rd grade.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implement a Common 120-minute Balanced Reading Block (K-3) --which includes common core comprehension strategies and skills (CCSS and Guided Reading), word study/phonics, independent reading, and daily writing)	Instruction	All	K-3 Teachers	Quarter 1			
Develop a systematic approach to teach CCSS Foundational Skills directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of English writing system	Instruction	All	K-3 Teachers	Summer 2012			
Differentiate Instruction (including Foundational Skills) as good readers will need much less practice with these foundational concepts than struggling readers will need	Instruction	All	K-3 Teachers	Quarter 1			
Implement a common genre map based on the CCSS for ELA (Reading and Writing) that includes literature/narratives, informational/expository, and opinion papers (persuasive--beginning stages)	Instruction		K-3 Teachers	Quarter 1			
Implement daily writing routines which include Writing About/Responding To Texts (literature and informational) AND Learning to Write (in the modes of narrative, expository, and opinion papers).	Instruction		K-3	Quarter 1			
Progress Monitor Independent Reading Levels (minimally twice a year) to determine independent reading level progress toward Grade Level Targets/Text complexity band proficiently	ILT/ Teacher Teams		K-3 Teachers	Quarter 2			Based on the Fountas and Pinnell Guided Reading Level. These are EOY Targets K-D/E ; 1st- I/J/K; 2nd - M; 3rd - P

Strategic Priority 4

Provide Continuous In-house Professional Development that supports Priority 4--including common curriculum planning (including foundational skills) for long-term using backwards mapping, short-term lesson planning using objectives, Developing Common Assessments using the CCSS, scaffolding instruction, Rigor (using text and task), analyzing data, reading strategies, Fountas and Pinnell/Guided Reading	ILT/ Teacher Teams		ILT Members V. Battiast-Danzy (PD Coach)	Quarter 1		
Assess literacy three times a year (BOY, MOY, and EOY) through the DIBELS and TRC assessments	Instruction		K-2	Quarter 1		
Provide intervention using BURST (for students flagged through the assessments).	Instruction	Other student group	K-2	Quarter 2		
Analyze data from the DIBELS, TRC, and Benchmark assessments	ILT/ Teacher Teams		K-2 Teachers	Quarter 1		
Implement a Reading and Writing Workshop Model	Instruction		K-3 Teachers	Quarter 3		
Assess literacy three times a year (FALL, WINTER, and SPRING) through NWEA assessments	ILT/ Teacher Teams		Grade 3	Quarter 1		



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