



**2012-2014 Continuous Improvement Work Plan**

**Henry R Clissold Elementary School**

Rock Island Elementary Network  
2350 W 110th Pl Chicago, IL 60643  
ISBE ID: 150162990252135  
School ID: 609861  
Oracle ID: 22761



**Mission Statement**

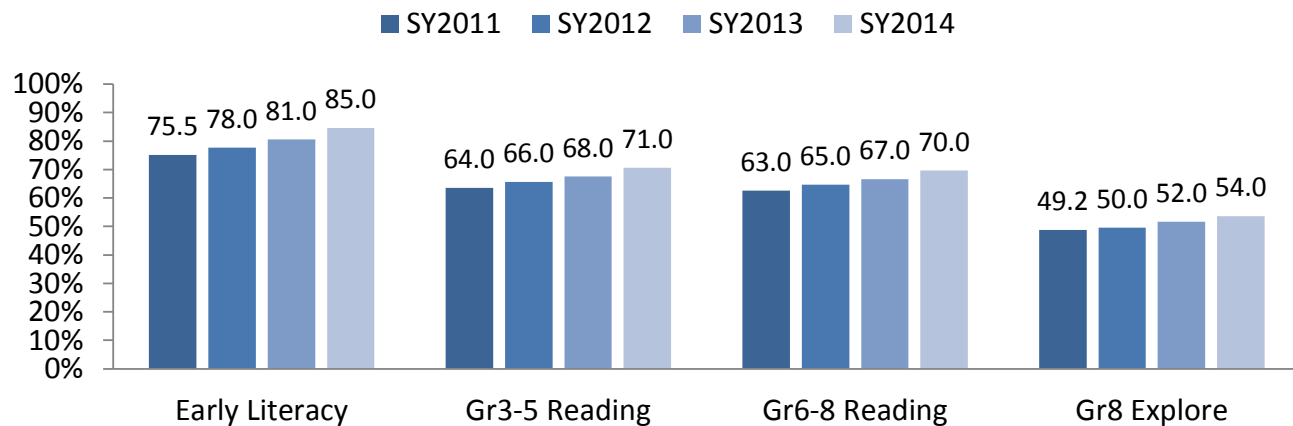
Our mission at Clissold School is to engage all students in a meaningful, educational experience in preparation for the unique challenges of the global community. Through our various programs, students will become life-long learners that view the world through multiple perspectives. As an educational community, we will collaborate to design high quality instruction that offers an intellectually challenging curriculum with increased emphasis on problem solving, critical thinking, creativity, citizenship, technology, and community involvement. Clissold students will enter high school with the skills and knowledge required to be college and career ready.

**Strategic Priorities**

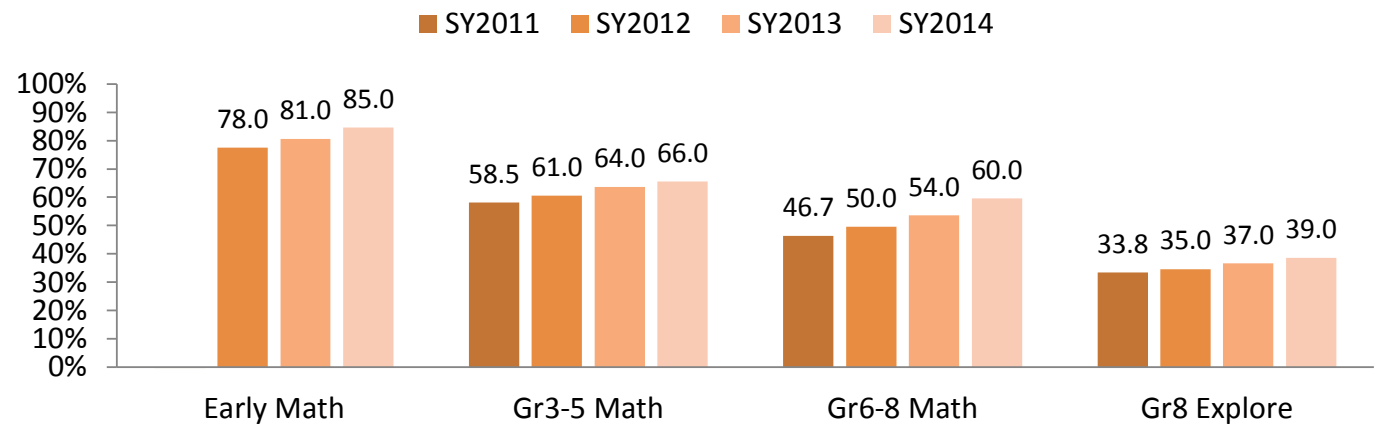
1. Core Instructional Program: We will focus on increasing differentiation and CCSS alignment in the priority areas of Literacy, Math and Science.
2. Professional Learning System: We will improve the effectiveness of teacher collaboration and provide targeted professional development to improve instructional practices.
3. Instructional Leadership: We will increase the use of teacher leaders for mentoring, coaching, collaboration, and professional development to improve instructional practices.
4. Special Ed and Intervention (RtI): We will provide targeted professional development and increased collaboration to improve instructional practices and supports for students with identified disabilities and those without.
5. Enhancement Programs: We will provide a full curriculum enriched by our Montessori, International Baccalaureate, Fine Arts, Foreign Language, and Technology programs

**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](http://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:	Henry R Clissold 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
Constance Grimm-Grason	Principal
Fajr Rasul-Allen	Assistant Principal
Deborah Turner-Blum	Lead/ Resource Teacher
Anne Bulger	Parent/ Guardian
Debra Pietrus	Classroom Teacher
Amy Mielnicki	Classroom Teacher
Khristine Miceli	Classroom Teacher
Eileen Flannery	Special Education Faculty
Katherine Kampf	Classroom Teacher
Eric Williams	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	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	75.5	78.0	81.0	85.0		<b>Early Math</b> % of students at Benchmark on mClass	NDA	78.0	81.0	85.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	64.0	66.0	68.0	71.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	58.5	61.0	64.0	66.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	68.8	70.0	72.0	75.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	62.8	68.0	71.0	74.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	63.0	65.0	67.0	70.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	46.7	50.0	54.0	60.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	58.7	63.0	65.0	68.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	53.3	60.0	65.0	68.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	49.2	50.0	52.0	54.0		<b>Explore - Math</b> % of students at college readiness benchmark	33.8	35.0	37.0	39.0



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	95.1	95.7	96.0	96.3					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	8.4	6.0	5.0	4.0

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	81.6	85.0	87.0	90.0		<b>ISAT - Reading</b> % of students exceeding state standards	26.7	28.0	29.0	31.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	89.1	90.4	92.5	93.5		<b>ISAT - Mathematics</b> % of students exceeding state standards	27.7	29.0	30.0	33.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	80.3	83.5	86.5	90.0		<b>ISAT - Science</b> % of students exceeding state standards	16.4	19.0	21.0	24.0

## 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
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>Clissold had established a strategic plan for years 2010-2014 to improve student achievement focused on improving school climate, differentiation for readiness based on data, expanding the Montessori program, and curriculum mapping. Common Core mapping has been added to the strategic plan as a result of CPS initiatives.</p> <p>Clissold analyzes student NWEA results after each test administration looking for student growth, reaching student growth targets, reaching ISAT proficiency levels (Meets and Exceeds), and reaching the 65%ile which can be used to predict college readiness.</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Teacher team meetings have increased their focus on collaboration and professional development as aligned with the school-wide initiatives and school-wide professional development. IB coaching is currently focused on curriculum mapping.</p> <p>Principal has a vision for improving instruction and professional development is aligned with that vision and strategic plan. Administration monitors instructional practice through a variety of methods.</p> <p>School has been monitoring college readiness levels using the 65%ile on NWEA since 2009.</p> <p>Principal actively supports and promotes the PTA, LSC and Friends of Clissold organizations. The principal continually shares and discussed the school's academic performance and presents on HS procedures and IB transition annually. Parents are encourage to participate in a variety of ways.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>The ILT cluster representatives were selected by the cluster team to represent the cluster. This group of teachers represent a core group of teacher leaders although a large majority of teachers are involved in the school's success outside their classroom in such areas as Rtl, Friends of Clissold, Coach, After School All Stars/School Club sponsor, etc.</p> <p>Cluster teams are large enough to encourage more input from multiple contributors but there is still an imbalance in equity of voice</p> <p>When deciding whether to adopt LEAD21 or have teachers create a curriculum to meet the requirement for small group differentiation, all teachers in grades K-5 voted and shared their opinions on which approach to implement. Teachers also made the decisions for school uniforms, PBIS, Track E, and Montessori expansion.</p> <p>Teachers inconsistently share learning from professional development activities</p>	



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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>ILT represents all grade levels and departments. ILT analyzes school data and uses such data to make decisions and recommendations.</p> <p>ILT members are representatives of larger teams and are conduits between the ILT and the teachers in both directions.</p> <p>ILT contributes to the development of the school's theory of action and the direction the school is going.</p>	<b>2</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Data is analyzed at the classroom, cluster, and school level for both ISAT and NWEA. Teachers graph their students' NWEA progress through the year and monitor students with regard to specific benchmarks (ISAT proficiency predictions, student growth targets, and both high school and college readiness).</p> <p>Teachers and clusters are utilizing the data to make instructional decision on a more consistent basis than before.</p>	<b>3</b>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	<b>Curriculum</b> ----->			2
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<p>Instructional materials drive most pacing/scope and sequence and in all K-5 classrooms, individual teachers set their own scope and sequence. IB teachers in grades 6-8 have some coherence between classrooms but not all classrooms and not all year.</p> <p>Although we are incorporating more non-fiction, the focus is still predominantly on fiction.</p> <p>Planning beyond small differentiated reading groups, does not demonstrate planning for differentiation by learner need.</p>	
	<b>Instructional materials</b> ----->			2
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>We have added several common instructional approaches and materials in recent years. Currently all K-5 teachers are using Making Meaning to support comprehension learning with plans on adding the program to grades 6-8. Words Their Way has been implemented in all grades for word work.</p> <p>All literacy classes incorporate Guided Reading and/or Literature Circles to differentiate reading instruction.</p> <p>All materials are aligned to ISBE Standards but not necessarily to Common Core State Standards.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>All teachers are given the school-wide login information for NWEA and can access both their reports and the reports for other classrooms, for the grade level as a whole or for school-wide. All grade levels administer the NWEA (K-8) including low incidence special ed students who can produce a valid test result (based on capabilities). Classroom assessments are typically identical for all students and are not consistently aligned to standards or methods.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Teachers communicate the learning objective verbally and informally.</p> <p>Teachers are incorporating more questions that are higher order and require more elaboration and analysis than in past.</p> <p>Instructional materials are still a strong driver in teacher planning and pacing but teachers are demonstrating progress toward a more standards based pacing.</p> <p>Differentiation is most consistently seen with guided reading groups (K-5), literature circles (6-8) and word work (K-8) but remaining lessons are most often whole group at grade level rigor.</p> <p>Formative assessment is used but increased effectiveness and adjustment is needed.</p>	

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	----->			<b>3</b>
	<p><b>Intervention</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Small group differentiated reading has increased the amount of intervention done in the classroom school-wide.</p> <p>A Rtl team has created a systematic approach to providing Tier 2 and 3 interventions. Students are identified using ISAT, DIBELS, NWEA, grades and teacher input. Identified students are screened using diagnostic tools from easyCBM and students are progress monitored at 4-8 week intervals using the same tools. 4 teachers have time in their schedule dedicated to providing 1:1 interventions for students based on the diagnostic results. The Rtl team meets weekly to review student progress, collaborate in instructional practices, and review students for evaluation referrals. Check-In/Check-Out and Homework Lunch are additional interventions in place for Tier 1 and 2.</p>	
	----->			<b>2</b>
<b>Professional Learning</b>	<p><b>Whole staff professional development</b></p> <ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>Whole staff professional development is aligned to the school's strategic plan as much as is allowed. This year, the new district initiatives have shifted our strategic plan this year as time is limited. Common Core, Explore, full-school day, and other smaller initiatives have negatively impacted the pre-existing professional development. For example, we have not continued our Teach Like a Champion study, both Making Meaning and Words their Way implementation training has been limited, and not enough time has been available dedicated to the Montessori Expansion. PD is monitored for transfer into the classroom.</p>	

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<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>All teachers meet each Tuesday morning from 8:30-9:00 as a cluster team. Agendas are sometimes team driven and sometimes school driven.</p> <p>Student data is brought to every meeting to ensure that data can be used as needed during collaboration and analysis.</p> <p>Special Ed teachers are assigned to a cluster team most closely aligned with the students they service.</p>	
	<b>Instructional coaching</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>CNTC provides formal induction for new teachers.</p> <p>Administration provides all coaching for grades K-5 and works with the IB Coordinator to coach teachers in grades 6-8. The only lead teacher/coach in the school is the IB Coordinator.</p> <p>All teachers receive feedback using SOTEL++ and a small group of teachers receive more frequent feedback/coaching as needed.</p> <p>Peer observation is limited in frequency.</p> <p>A lack of freed instructional coaches in the school limits our effectiveness in instructional coaching.</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
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	All students are considered college bound and teachers regularly monitor the number of students who have crossed the "college readiness" threshold of 65%ile on NWEA at ALL grade levels.	
	<b>Relationships</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	Students demonstrate bonds with adults in the building informally. Special Education students who receive most of their instruction in a special education setting attend specials and lunch/recess with their general education peers. Special Education students of all levels are involved with multiple activities in the school, both during school hours and during extracurricular activities.	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	School-wide norms have been established using PBIS. Formal training occurs annually on the Climbing Higher expectations. K-5 students receive Paws Tickets and are entered in a weekly raffle. 6th-8th students receive Clissold Currency which is spent at the IB Store. Classrooms receive PAWS. Check-In/Check-Out is our school-wide intervention. Teachers use referral forms, parent communication, and detentions for discipline issues.	



## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>Principal presents school performance information several times a year, but limited numbers of parents attend.</p> <p>The school's grading categories were standardized this year and teachers have communicated grading practices on their websites, in the handbooks, and in conferences.</p> <p>The school hosts a dinner meeting in May for 5th grade students and their parents as an orientation for the IB-MYP program.</p> <p>Principal presents a parent workshop on the various High School options in CPS and how to apply.</p> <p>7th and 8th graders attend a High School Fair during the school day with parents also invited to attend.</p>	
	<b>Ongoing communication</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>School-wide communication is done weekly through the Phone Blast and on the school website.</p> <p>Teachers update their website pages weekly with information about the class, teacher, current topics of study and homework.</p> <p>Teachers also consistently use Gradebook to communicate grading status. All teachers respond to phone, calls, conferences, and emails for 2-way communication.</p>	
	<b>Bonding</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p>Each morning the principal leads the school in the pledge and says "Good Morning Clissold" with students joyfully replying "Good Morning Mrs. Grason" It is a bonding tradition enjoyed by students, staff, and parents.</p> <p>There are many meaningful opportunities for parents to volunteer, particularly at the K-3 grade levels. Volunteers listen to students read, assist students with cooking activities, and volunteer to assist teachers during breakfast and during instructional time.</p> <p>Several opportunities exist for student performances.</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>A grant for external counseling has been awarded resulting in a variety of students to receive counseling help.</p> <p>Teachers communicate frequently, often daily, with parents to support the family in completing school work, particularly at the upper grade levels.</p> <p>We have good relations with many social services agencies.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>1</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>The school offers "We Are Ready" curriculum for After School All Stars. In addition to the curriculum, multiple guest speakers came to speak to student about their careers, their college experiences, and St Xavier University spoke about college entrance requirements.</p>	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>The school offers "We Are Ready" curriculum for After School All Stars. In addition to the curriculum, multiple guest speakers came to speak to student about their careers, their college experiences, and St Xavier University spoke about college entrance requirements.</p> <p>Students in grades 6-8 are provided opportunities to accelerate their math instruction, including taking the HS Algebra course as 8th graders.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Clissold has both PTA-run sports and After School All Stars. ASAS is organized by clubs and provides activities in the arts, leadership, and alternative sports (floor hockey, chess, speed stacks). The Beverly Arts Center worked with 1st/2nd graders.</p>		

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>8th graders take Explore and we use NWEA to monitor students who reach the 65%ile indicating probably college readiness.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>NA</p>	
<b>Transitions</b> ----->			<b>4</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<p>The use of multi-age classrooms with our Montessori program reduces the stress of transitioning each year.</p> <p>5th grade students and parents participate in an IB Orientation evening to inform students and parents of the changes students will experience as they enter a departmental, upper grade program with IB-MYP.</p> <p>HS application processes are shared with parents in a Fall workshop and parents can make appointments with admin, counselors, and teachers to discuss HS options.</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	<b>Use of Discretionary Resources</b> ----->			3
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>With such limited funds, Clissold can only tackle school priorities over several years using the discretionary resources.</p> <p>The Friends of Clissold and the Clissold PTA both raise funds to support the programs at Clissold. The Friends of Clissold only began last year in response to the budget crisis at CPS.</p> <p>Whenever discretionary funds are available to shift priorities or when a priority is completed, the staff provides significant input on the reallocation of funds. This was true last year when we were unable to find a technology teacher so funds were shifted into technology purchases.</p>	
	<b>Building a Team</b> ----->			3
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>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.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Hiring is done with the principal and a team of teachers and LSC member(s) that have direct knowledge of the requirements of the vacancy.</p> <p>Applicants with connections to the school are interviewed but not guaranteed a position if they are not the most qualified candidate. Teams are designed with the cluster's and the school's needs in mind.</p> <p>Candidates are evaluated not only for their educational skill set but also what other skills and characteristics are needed to create a high functioning team.</p>	
<b>Use of Time</b> ----->			3	
<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>School schedule is designed to maximize student learning and reduced transitions.</p> <p>Since common preps could not be guaranteed for all clusters, the Tuesday morning meeting is no longer a faculty informational meeting but is instead a collaborative team meeting by cluster. Differentiation occurs in reading and K-5 teachers use the Library special to pull students for interventions. The RTI team also pulls students for Tier 2/3 interventions.</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

Our mission at Clissold School is to engage all students in a meaningful, educational experience in preparation for the unique challenges of the global community. Through our various programs, students will become life-long learners that view the world through multiple perspectives. As an educational community, we will collaborate to design high quality instruction that offers an intellectually challenging curriculum with increased emphasis on problem solving, critical thinking, creativity, citizenship, technology, and community involvement. Clissold students will enter high school with the skills and knowledge required to be college and career ready.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Core Instructional Program: We will focus on increasing differentiation and CCSS alignment in the priority areas of Literacy, Math and Science.	Improving our core instructional program with increased differentiation, alignment to the Common Core State Standards, and greater coherence across classrooms, will result in increased proficiency, accelerated growth, and increased preparedness for college and career.
2	Professional Learning System: We will improve the effectiveness of teacher collaboration and provide targeted professional development to improve instructional practices.	Improved teacher collaboration and targeted professional development will positively impact student achievement and instructional effectiveness.
3	Instructional Leadership: We will increase the use of teacher leaders for mentoring, coaching, collaboration, and professional development to improve instructional practices.	Create increased opportunities for instructional peer coaching through intentional collaboration and teacher-led professional development both within school and in larger arenas.
4	Special Ed and Intervention (RtI): We will provide targeted professional development and increased collaboration to improve instructional practices and supports for students with identified disabilities and those without.	Students with disabilities and students receiving intervention will have accelerated growth as a result of improved diagnosis, intervention and progress monitoring achieved through professional development, collaboration and implementation of effective instructional strategies.
5	Enhancement Programs: We will provide a full curriculum enriched by our Montessori, International Baccalaureate, Fine Arts, Foreign Language, and Technology programs	The Montessori program promotes a highly differentiated approach to instruction during the primary and intermediate grade levels while the IB-MYP program promotes college and career readiness through rigor, research, relevance, and reflection. These programs, along with expanded enrichment subjects (arts, foreign language, etc.) and after school programs, provides a more well-rounded education.



## 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
Core Instructional Program: We will focus on increasing differentiation and CCSS alignment in the priority areas of Literacy, Math and Science.	Improving our core instructional program with increased differentiation, alignment to the Common Core State Standards, and greater coherence across classrooms, will result in increased proficiency, accelerated growth, and increased preparedness for college and career.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase the quantity and variety of non-fiction/informational text to support CCSS	Instructional Materials	All	Administration and Teacher Teams	Summer 2012	Summer 2013		
Provide additional professional development to improve the implementation of Words Their Way to increase student mastery of word work and word knowledge.	Professional Development	All	Administration	Summer 2012	Quarter 2		
To improve student comprehension strategy usage, expand the use of Making Meaning to include grades 6-8.	Instruction	All	Teachers	Quarter 1	On-going		
Increase the number and variety of complex texts for literature circles	Instructional Materials	All	Teachers, Admin	On-going	On-going		
Utilize retired teachers and/or other staff to provide interventions and enrichment	Staffing	Other student group	Admin, Rtl team	Quarter 1	Year 2		
Evaluate academic vocabulary approaches and strategies	Professional Development	All	ILT/Teacher Teams	Quarter 3	Summer 2013		
Evaluate math curriculum materials that align with CCSS for potential adoption	Instructional Materials	All	ILT/Teacher Teams	Quarter 4	Year 2		
Utilize open library time to support research projects	Instruction	All	Librarian	Quarter 1	Quarter 4		
Implement two research projects per year for all grades	Instruction	All	Teachers	Quarter 2	Quarter 4		
Expand STMath to primary grades	Instructional Materials	All	Admin	Quarter 1	On-going		
Increase the use of academic writing across the curriculum to align with CCSS, PAARC, and instructional shifts	Instruction	All	Teachers	Quarter 1	On-going		
Identify grammar "benchmarks" using the CCSS for language arts	ILT/Teacher Teams	All	Teacher Teams	Summer 2013	On-going		



**Strategic Priority 1**

Provide the necessary technology that teachers need to provide access to information and to present information in multiple ways	Equipment/Technology	All	Admin, Teachers	Quarter 1	Year 2		
Audit materials storage systems and identify more efficient ways to manage, store and display instructional materials	Supplies	Not Applicable	Admin, Engineer, Teachers	Summer 2012	Year 2		
Select non-fiction/informational text to support and to expand science and social studies curriculum	Instructional Materials	All	Teachers	Quarter 1	On-going		
Evaluate social studies curriculum materials and align with Montessori Great Lessons	ILT/ Teacher Teams	Not Applicable	Teacher Teams	Quarter 3	Year 2		
Audit science and social studies curriculum taught using Montessori approaches to determine areas of need/weakness	ILT/ Teacher Teams	Not Applicable	ILT/Teacher Teams	Quarter 1	Quarter 4		
Identify physical science units and necessary materials for grades K-5	ILT/ Teacher Teams	All	ILT/Teacher Teams	Quarter 2	Quarter 4		
Provide software and apps for differentiation and enhancement of academics	Instructional Materials	All	Admin, Teachers	Quarter 1	On-going		



## Strategic Priority 2

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

Strategic Priority Description	Rationale
Professional Learning System: We will improve the effectiveness of teacher collaboration and provide targeted professional development to improve instructional practices.	Improved teacher collaboration and targeted professional development will positively impact student achievement and instructional effectiveness.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create consistent and structured time for Montessori teams to meet focusing on collaboration, mentoring and coherence	ILT/ Teacher Teams	Not Applicable	Administration	Summer 2012	On-going		
Create curriculum teams for vertical planning	ILT/ Teacher Teams	Not Applicable	Administration	Quarter 1	On-going		
As CCSS mapping and unit planning develops, create common assessments that are revised as needed on an annual basis after reflection	ILT/ Teacher Teams	All	ILT, Teacher Teams, Admin	Quarter 3	On-going		
Organize a teacher retreat focused on CCSS unit planning and collaboration in a conducive setting	ILT/ Teacher Teams	Not Applicable	Admin, ILT	Summer 2012	Summer 2012		
Provide subs for formalized peer observations	ILT/ Teacher Teams	Not Applicable	Admin	Quarter 1	Year 2		
Provide teacher extended day bucket for additional collaboration and unit planning	ILT/ Teacher Teams	Not Applicable	Admin, ILT	Summer 2012	On-going		



Strategic Priority 2


### Strategic Priority 3

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

Strategic Priority Description	Rationale
Instructional Leadership: We will increase the use of teacher leaders for mentoring, coaching, collaboration, and professional development to improve instructional practices.	Create increased opportunities for instructional peer coaching through intentional collaboration and teacher-led professional development both within school and in larger arenas.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Encourage and support teachers in contributing to initiatives outside the school (e.g. District, Network, NBPTS, Montessori, IB, Boundless Readers, etc.)	Other	Not Applicable	Admin. Teachers	On-going	On-going		
Rotate the cluster team leader to staff members not currently on the ILT	ILT/ Teacher Teams	Not Applicable	Admin	On-going	On-going		
Create and implement a more structured agenda setting expectations for cluster team meetings	ILT/ Teacher Teams	Not Applicable	Admin, ILT	On-going	On-going		
Utilize Montessori teachers to lead Montessori PD and collaboration	Professional Development	All	Montessori Team	Summer 2012	On-going		
Utilize IB subject specialists to lead vertical curriculum teams	ILT/ Teacher Teams	Not Applicable	Admin, IB Coordinator	Quarter 1	On-going		
Define Montessori assistant job description vs parent worker job description	Other	All	Admin, Montessori Assistants, Teachers	Summer 2012	Summer 2012		
Montessori teams create Montessori events for students and parents for Family Education and student showcase	Parental Involvement	All	Montessori Team	Quarter 2	Year 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
Special Ed and Intervention (Rtl): Rtl): We will provide targeted professional development and increased collaboration to improve instructional practices and supports for students with identified disabilities and those without.	Students with disabilities and students receiving intervention will have accelerated growth as a result of improved diagnosis, intervention and progress monitoring achieved through professional development, collaboration and implementation of effective instructional strategies.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development around different models of team teaching.	Professional Development	All	Case Manager, Administration, Special Ed Teachers	Summer 2012	Quarter 1		Alex Fralin mentioned a video that clearly explains the different models which could be used for this milestone.
Provide time for collaboration to identify a team teaching model for implementation within teacher teams and to create an implementation plan for that model	ILT/ Teacher Teams	Students With Disabilities	Case Manager, Administration, Special Ed Teachers	Quarter 1	Quarter 2		
Audit existing progress monitoring tools and identify a handful of tools that will be used to progress monitor IEP benchmarks and goals.	ILT/ Teacher Teams	Students With Disabilities	Special Ed Team, Case Manager, Admin	Quarter 1	Quarter 3		
Review what high quality IEP goals and benchmarks look like and peer review student IEPs within the school.	ILT/ Teacher Teams	Students With Disabilities	Special Ed Team, Case Manager, Admin	Quarter 2	Quarter 4		
Provide Montessori materials for use in the special education classrooms	Instructional Materials	Students With Disabilities	Admin, Montessori Team	Quarter 2	Year 2		
Seek out PECS training for low incidence special ed teachers	Professional Development	Students With Disabilities	Case Manager, Admin	On-going	On-going		
Implement the UNIQUE curriculum for low incidence classrooms	Instruction	Students With Disabilities	Low Incidence Special Ed Teachers	Quarter 1	Quarter 4		
Evaluate additional sources for universal screening and intervention diagnosis	Other	All	Rtl Team, Special Ed Team	Year 2	Year 2		
Expand Check In Check Out to include students from all grade levels	Other	Other student group	Rtl Team, Admin	Quarter 1	Quarter 4		



**Strategic Priority 4**

Research effective strategies for intervention with undermotivated students	Other	Other student group	Teacher Teams, RtI Team	Summer 2012	On-going		
Provide professional development for staff members providing Tier 3 (and some Tier 2) interventions	Professional Development	Other student group	RtI Team, Special Ed Team	Quarter 1	Quarter 2		
Create a progress monitoring system for in-class Tier 2 diagnosis, interventions, and assessment	Professional Development	All	RtI Team, Admin	Quarter 2	Summer 2013		
Identify effective interventionists, both on staff and outside if needed.	Staffing	Other student group	Admin	Quarter 1	On-going		
Reinstitute the Rainbows program for students who need support during times of crisis (family issues, deaths, etc.)	Other	Other student group	Case Manager, Admin	Quarter 2	On-going		
Continue with PBIS and expand the use of Cool Tools throughout the school year	Other	All	PBIS Team	On-going	On-going		



### 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
Enhancement Programs: We will provide a full curriculum enriched by our Montessori, International Baccalaureate, Fine Arts, Foreign Language, and Technology programs	The Montessori program promotes a highly differentiated approach to instruction during the primary and intermediate grade levels while the IB-MYP program promotes college and career readiness through rigor, research, relevance, and reflection. These programs, along with expanded enrichment subjects (arts, foreign language, etc.) and after school programs, provides a more well-rounded education.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide two trained Montessori assistants to be shared across the grade cluster	Staffing	All	Principal	Summer 2012	On-going		Additional Montessori Assistants may need to be purchased based upon the number allotted by OAE
Provide additional classroom support with 2 parent worker positions per grade level cluster	Staffing	All	Principal	Summer 2012	On-going		This will total 6 positions and they will be used for both lunch/recess supervision in the classrooms and for classroom support in grades K-5
Audit existing Montessori materials to determine materials that need to be added to the classroom or need to be replaced	Instructional Materials	All	Montessori Team	On-going	Summer 2013		
Map the Montessori curriculum for science, social studies, and The Great Lessons (Cosmic Education) by grade level clusters in 2 year cycles.	Instruction	All	K-5 Teachers, Admin, Consultant (if available)	Summer 2012	Summer 2013		
Align CCSS to Montessori curriculum	Instruction	All	K-5 Teachers, Admin, Consultant (if available)	Summer 2012	On-going		
Align CCSS to IB unit plans	Instruction	All	IB Teachers, Admin, IB Coordinator	Summer 2012	On-going		
Align CCSS to IB and Montessori approaches and requirements	Instruction	All	Admin, Teachers	Quarter 2	Year 2		
Incorporate Grace and Courtesy in early Montessori classrooms and upper Montessori classrooms as needed to support the skills taught	Instruction	All	K-5 Teachers	Quarter 1	On-going		
Identify an orientation process for students new to Montessori both at the beginning of the school year and as students enroll mid-year	Other	Other student group	Montessori Team	Summer 2012	On-going		



**Strategic Priority 5**

Create Montessori appropriate learning spaces to create the "Prepared Environment"	Other	All	K-5 Teachers	Summer 2012	Quarter 1		
Provide the required number of hours for all subjects mandated by IBO	Instruction	Not Applicable	Admin, IB Coordinator	Summer 2012	Summer 2012		
Create design day events that showcase IB (Spanish showcase, IB orientation, etc.)	Parental Involvement	All	IB Coordinator, IB Teachers, Admin	Quarter 1	Quarter 4		
Provide afterschool programming to broaden the arts, sports, academic, social, and service learning available to students.	After School/ Extended Day	Other student group	ASAS Coordinator, Admin, Teachers	Quarter 2	Quarter 4		