



2012-2014 Continuous Improvement Work Plan

John C Coonley Elementary School

Ravenswood-Ridge Elementary Network

4046 N Leavitt St Chicago, IL 60618

ISBE ID: 150162990252141

School ID: 609866

Oracle ID: 22821



Mission Statement

Our Mission:

Coonley School is committed to providing:

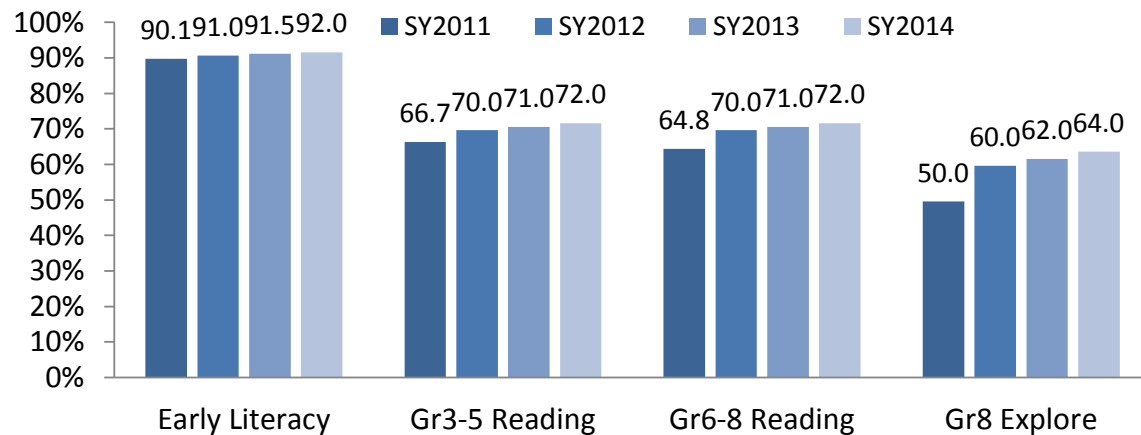
- High Quality Instruction
- Outstanding Academic Programs
- Comprehensive Student Development Supports

Strategic Priorities

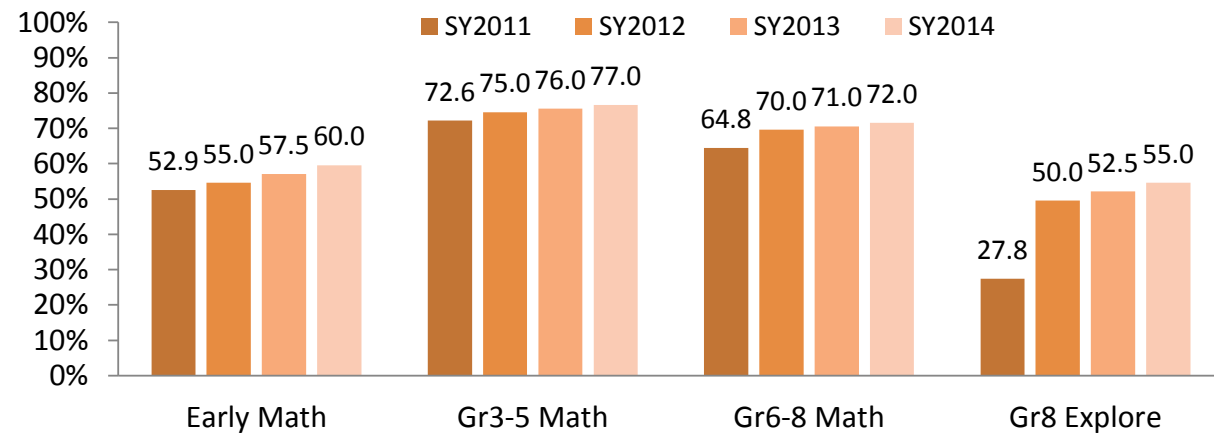
1. Expand Common Core Standard Implementation throughout the school. Build on the strong implementation in grades K-2 as grades 3-8 make the transition from addressing both Illinois State Standards and Common Core Standards to solely the Common Core. Analyze current instructional practices and define areas of the
2. Strengthen and grow our professional learning community focusing on collaboration and development of effective instructional strategies. Use these collaborative groups to empower teachers to reflect on current practices and improve instruction.
3. Use the most current student achievement data to provide a basis for ongoing differentiation of instruction throughout the year. Also utilize data to monitor the progress of students receiving reading and mathematics interventions (RtI).
4. Expand opportunities within enrichment classes to provide an enhanced and deeper understanding of the standards and objectives of each enrichment area and explore the interconnectedness of all subjects.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	John C Coonley 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
Gregory Zurawski	Principal
Stephen Laslo	Assistant Principal
Patricia Meegan	Classroom Teacher
Sheila Barrett	Lead/ Resource Teacher
Jennifer Schultz	Classroom Teacher
Eileen O'Hara	LSC Member
Vanessa Vega	Classroom Teacher
Linda Lesondak	LSC Member
York Chan	LSC Member
Kate Thomas	Parent/ Guardian
Marnie Schwartz	Parent/ Guardian
Mary Gallery	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	90.1	91.0	91.5	92.0		Early Math % of students at Benchmark on mClass	52.9	55.0	57.5	60.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	66.7	70.0	71.0	72.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	72.6	75.0	76.0	77.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	61.4	65.0	65.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	65.8	70.0	70.0	70.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	64.8	70.0	71.0	72.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	64.8	70.0	71.0	72.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	63.5	65.0	65.0	65.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	53.8	65.0	65.0	65.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	50.0	60.0	62.0	64.0		Explore - Math % of students at college readiness benchmark	27.8	50.0	52.5	55.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.9	96.0	96.0	96.0					
					Misconducts Rate of Misconducts (any) per 100	1.4	1.0	1.0	1.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	91.3	92.0	92.5	93.0		ISAT - Reading % of students exceeding state standards	39.0	45.0	47.5	50.0
ISAT - Mathematics % of students meeting or exceeding state standards	89.5	90.0	90.5	91.0		ISAT - Mathematics % of students exceeding state standards	45.3	50.0	52.5	55.0
ISAT - Science % of students meeting or exceeding state standards	95.0	95.0	95.5	96.0		ISAT - Science % of students exceeding state standards	47.5	50.0	52.5	55.0

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>Goals are set in a collaborative process that includes administration, Instructional Leadership Team (ILT), and teacher teams. School-wide goals are set based on overall trends in data. The theory of action utilizes professional learning communities as our key lever to improve instruction and therefore student achievement. Our focus on differentiation aims to challenge all students. Our RtI plan is implemented to target our lowest performing students. The goals for the school and individual students are monitored continually through the weekly meetings of the ILT, cluster and grade level teams. Professional Development Goals are: Common Core Implementation, Math Differentiation,</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>Principal Instructional Leadership was rated 62 (strong) on the My Voice, My School Survey by teachers. This instructional leadership is further strengthened by the structures and initiatives in place at Coonley. Teachers are creating personal professional growth plans take ownership of their professional growth. The grade level and cluster teams provide a forum for exchange of ideas and reflection on instructional practices. Peer observation within Coonley is encouraged and supported. Connections with teachers at other schools are cultivated to provide opportunities to observe beyond the walls of Coonley. The principal is present at grade level team meetings and cluster to guide discussion and clarify the overall instructional vision. The principal strives to communicate school goals and objectives to the entire community through: information sessions, parent meetings, parent committees, family curriculum nights, open houses, fundraising, Career day, College Day, weekly administrative eblasts, school website, Red Folders, ebulletin, and Local School Council meetings.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership			3
<ul style="list-style-type: none"> A core group of teachers performs nearly all leadership duties in the school. A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead -Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer Each teacher has equity of voice in grade/course, ILT and whole staff meetings Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Efforts are made to build teacher leadership: ILT, PPLC, PPC, BAC, committees, teacher led professional development based on staff interest surveys, Algebra initiative adoption, highly developed active subject area curriculum committees, gifted committee (school representation on city-wide gifted committee), varied teacher coaches, mentoring student teachers, 6 current teachers are National Board Certified, rotational cluster leadership, professional development, union representation, CFE grant writing, Social Studies 2.0 professional development involvement, Donors Choose grants, and leading academic after- school programs (tutoring).</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<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>Instructional Leadership was measured at 65 (Strong) by the My Voice, My School" Teacher Survey. The ILT has representation from primary, upper, intermediate, special education, Regional Gifted Center and neighborhood program. The ILT continues the leadership structure developed and honed during the successful (TAP) Teacher Advancement Program. The ILT was formed with the leaders of each cluster. This structure assures the free flow of ideas between PLCs and the ILT. In response to My School, My Voice teacher feedback, the format of cluster was adjusted to more of a shared leadership framework. The ILT leads development of the overall plan for professional development. The plan is adjusted based on district wide initiatives, analysis of most current student data gathered via universal screeners and teacher created curriculum based assessments.</p>	3
Monitoring and adjusting ----->			
<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>Data Analysis: Classroom Level- Student Data Analysis Sheet separates students into 6 groupings. Data used to identify Tier 2 and Tier 3 students within the RtI framework. Data points include: ISAT, Scantron, and teacher created assessments. Each student's performance data is detailed in that section and movement between sections can be tracked. Grade/School Level- Utilizing data from screeners and pre and post tests instructional methods, support, resources and groupings can</p>	3

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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>"Keeping Pace" (Scantron) measurements of student growth were 61.4% Reading 3rd- 5th, 65.8% Math 3rd-5th, 63.5% Reading 6th-8th, and 53.8% Math 6th -8th. We seek to maintain and improve upon these rates of growth as we transition to the NWEA test (completely new metric). Ambitious Instruction was found to need support based on student responses on the My Voice, My School Survey. The rigor infused throughout the curriculum by implementation of Common Core Standards seeks to address this concern. Curriculum maps have been created by all teachers. Common planning and vertical articulation meetings allow for cohesive curriculum planning and reflection. Common curricular resources (Everyday Math, FOSS/STC/SEPUP, Leveled Text libraries in Science, Social Studies and Reading) allow for continuity. Clusters have undertaken a reassessment of all literacy texts to evaluate alignment to Common Core Standards. Accommodations</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>Common standard based curricular resources (Everyday Math, FOSS/STC/SEPUP, Leveled Text libraries in Science, Social Studies and Reading, Accelerated Reader, AR Coded Classroom Libraries, Extensive Novels Set Library, Lucy Caulkins/ Nancy Atwell Writing Programs, Building Vocabulary, Words Their Way, Woldly Wise, Junior Scholastic, Brain Pop, Vale Spanish books) allow for continuity. Supplementary resources within all of these standard based programs support students with special needs and English language learners.</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>Teachers have access to online and paper versions of student data immediately after testing is complete. Comprehensive set of assessments include but are not limited to: ISAT, DIBELS/TRC, mClass, NWEA, Common Core Quarterly, literacy skills assessments, Accelerated Reader, unit pre-tests, performance assessments, and Easy cbm. A full range of student work is analyzed in team and cluster meetings. Throughout the year opportunities are taken to address assessment grading validity (inter-rated reliability). Student written assessments including Extended Response items on ISAT and Common Core Quarterly Assessments stimulate collaborative reflective practices. Special education and ELL accommodations and modifications are taken into consideration on all assessments.</p>	

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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>Lesson plan template ensures consistency in approach to lesson planning. Lesson planning and curriculum mapping are collaborative efforts meant to ensure a cohesive approach to instruction. Lesson plans are shared with special education teachers and para professional student support on a weekly basis to aid in collaboration and planning for accommodations and modifications. Understanding by Design (Backward Mapping) methodology guides curriculum mapping and essential questions that drive mastery of standards. Differentiation, project based learning and performance assessment initiatives provide opportunities to infuse higher order thinking skills into the curriculum. TAP based teacher evaluation criteria is based on Charlotte Danielson model and ensures teacher focus on instructional best practices.</p>	

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Typical School	Effective School	Evidence	Evaluation
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>Rtl committee and grade level teams both support teachers in planning and reviewing interventions weekly. There is a collaborative team approach to all interventions. Professional development scheduled to support Rtl implementation. Primary DIBELS and mClass testing is supported by substitute coverage so that instruction can continue. Scheduling will take intervention blocks into account. Support for progress monitoring goes beyond classroom teachers where assistance can be offered. Informal tutoring and student assistance occurs by teachers before and after school. Student Data analysis sheets form the basis of monitoring progress from a classroom perspective. Rtl focused morning meetings occur every six weeks.</p> <p>Data 2011-12 Reading: In a targeted group of low performing students the percentage of students meeting state standards as assessed by Scantron rose from 32% (BOY) to 68% (MOY). Math: In a targeted group of low performing students the percentage of students meeting state standards as assessed by Scantron rose from 68% (BOY) to 86% (MOY).</p>	
Whole staff professional development ----->			3
<div style="writing-mode: vertical-rl; transform: rotate(180deg); position: absolute; left: -40px; top: 50%; font-weight: bold; font-size: 1.2em;">Professional Learning</div> <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 professional learning communities have both a cluster and grade level team focus. This allows our focus to be both school wide and tailored to the individual teams. Our Instructional Leadership Team (ILT) sets yearly goals based on school wide data. Progress is measured and adjusted based on most current student performance data at weekly ILT meetings.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>School day imbedded teacher teaming includes grade level teams that have common preparation periods and meet once a week. Every other week is administration led. These team meetings are student data centered. Cluster meetings occur once a week and involve multiple grade levels and include vertical articulation and more school-wide approaches to planning and data analysis. To address the score of 56 (average) on the My Voice, My School Survey on Teacher Professional Capacity, team ownership has been established this year through rotational leadership of weekly meetings. All teachers are included in a grade level team and a cluster. Coonley has established norms and collaboration logs for all meetings. After school professional meetings grow out of cluster and grade level initiatives and provide opportunities for larger working groups.</p>	
	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>Varied coaches/ mentors selected for specialized skills and talents. Teachers chosen as mentors to support new teachers come from within grade level teams and also outside curricular teams to provide different areas of support. New teacher sessions (i.e. Gradebook training) are provided. Personal Professional Growth Plans empower teachers to reflect on individual challenges and allow opportunities for administration to provide requested feedback.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>College Day, Career Day, emphasis on Explore testing and We Are Ready (ASAS) programs provide a consistent higher education focus. Beta Club provides honor/service organization for students. Trips to Springfield, Milwaukee and other field trips expand student perspectives . Science Olympiad provides insight into science and technology related careers. After school programming provides rich variety of opportunities to explore new interests.</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>An atmosphere of community pervades Coonley. This is shown in Learning Climate score of 65 (strong) on the My Voice, My School Parent Survey. All of the different programs and staff members blend roles and distinctions. Efforts to integrate student population through special education inclusion are made in enrichments, core classes, recess and lunch. Neighborhood and gifted classes are integrated in enrichments creating our color groups (50/50 splits). Planned school-wide celebration of Special Olympic participants. . Cultural celebrations are embraced and celebrated. Spanish cultural (Day of the Dead Celebration) events support Spanish language acquisition school-wide. Passport to the World programs seeks to build relationships with students all over the world.</p>	
Behavior& Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Students reported feeling safe at school (87- strong) on the My Voice, My School Survey. In 2010-11 Coonley recorded 1.4 misconducts per year per 100 students. This relatively low number was achieved through teachers and administration working proactively with students and parents to modify negative behaviors. The consistent positive approach to discipline has been strengthened and unified throughout the school by CHAMPS strategies. The Cougar Code and daily positive messages in the</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			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. 	Principal addresses expectations through letters, curricular documents (Literacy Overview), weekly parent email blasts, informational meetings and open houses. Teachers continue to communicate expectations at our orientation and open house. They reiterate those same expectations in parent meetings, letters home, and on classroom websites. The school counselor and grade level teacher collaborate to smooth student relocation/transitions (high school fair).	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Ongoing two way communication between parents and staff by way of phone calls, email correspondence, formal and informal conferences, and notes. Classroom websites provide information and opportunity to email teachers regarding concerns or questions. Parent surveys detailing student interests, strengths and challenges provide vital information for teachers and solidifies the partnership.	
Bonding ----->			3	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	Coonley received an eScore of 90 on the Family and Community Ties section of the 5 Essentials School Report. We will continue to expand family and community based programs (i.e. family curricular nights, young authors celebrations, parent daughter dances, movie nights, inclusive parent organizations, performances, topical guest speakers, and parent outreach). We will strive to continue to improve communication of these outreach opportunities through letters, eblasts, and website posting. Beta Club (student service and leadership organization) leads community building activities: animal shelter supply drives, food drives and field trips to a community senior center.	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<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. 	Supporting families with a partnership with Neighborhood Boys and Girls Club provides a safe and enriching after care option for working families. Before school care (Coonley Staff) also provides families a much needed service. A collaborative and fully integrated specialized services team works to provide Coonley families with needed services, resources and referrals.	
	College & Career Exploration and election ----->			3
	<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. 	College Day, Career Day, and We Are Ready (ASAS) programs provide a consistent focus. The wide array of eclectic afterschool offerings provide access to interests/potential careers: photography, Science Olympiad, chess, animation and video game creation, multimedia production, drama, mosaic, mural, piano,	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	College Day, Career Day, and We Are Ready (ASAS) programs provide a consistent focus. Our Passport to the World global studies program and proposed Model United Nations provide student access to information and experiences that will expand opportunities. A rigorous curriculum that challenges and encourages exploration and innovation is vital to preparing students for 21st century professions.		
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. 	Over 500 students participated in each of the three sessions of after-school programming. Options include free (After School All Stars Grant) and fee based programming that included: college and career planning, athletics, academics, arts, and technology.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			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. 	<p>Full participation in Common Core Quarterly assessments and Explore testing . Effective implementation of Common Core Standards is the most vital determinant of success on college readiness assessments. The rigor present in the standards and the instructional methods used to address these standards (i.e.</p>	
	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. 		
	Transitions ----->			3
	<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. 	<p>Pre Kindergarten program on site allows for student to gain familiarity with Kindergarten and also allows for coordination of curriculum. Instructional strategies (targeted tutoring, and differentiation) prior to and during Benchmark grades prepare students for success. Special Education transition plans are collaboratively and proactively addressed with all stakeholders. Coordinated high school planning includes our High School Fair and parent/student application help sessions. End of year orientations/visits to future classrooms ease transitions to the next</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 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>Opportunities for grants (i.e. Full Day Innovation Grant and local foundations) are pursued. Fundraising through our Friends of Coonley organization and PTO are utilized to augment programs and resources. All CPS allocated monies are prioritized to curricular needs such as: technology, math and reading differentiation, social studies and science resources, and enrichments. Student Book Fee augments resources allocated to student instructional purchases.</p>	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>As our school continues to grow hiring is continually addressed. Bringing in teachers and staff that fit and add to our educational environment is imperative. As we grow, our needs evolve and further specification of skills and specialties will be needed based on student data. Hiring is a collaborative effort including teacher teams and administration. The process includes: resume and reference review, multiple interviews, and the teaching of sample lesson. A pool of potential candidates is sought through the networking of teachers and administration and the expansive student teaching program at Coonley. Teacher review teams participate in the process based on their specific area of expertise.</p>	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Schedules reflect instructional priorities of: language arts block, departmentalization, structured intervention time, Spanish, 5 weekly enrichment classes and an extended mathematics differentiation period. Within the schedule, teachers have common preparation time daily, in which they can collaborate, and have structured cluster professional development weekly.</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:
 Coonley School is committed to providing:
 - High Quality Instruction
 - Outstanding Academic Programs
 - Comprehensive Student Development Supports
 - Enriching After School Programs
 - Involved Family and Community Partnerships

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Expand Common Core Standard Implementation throughout the school. Build on the strong implementation in grades K-2 as grades 3-8 make the transition from addressing both Illinois State Standards and Common Core Standards to solely the Common Core. Analyze current instructional practices and define areas of the curriculum where infusion of the rigor of the Common Core Standards will create opportunities for advancing student achievement.	A collaborative analysis of curriculum and instructional practice through the lens of the common core standards will align school-wide priorities and create a framework to address goals and standards. Student achievement will increase as a result of the more cohesive curriculum and increased rigor throughout.
2	Strengthen and grow our professional learning community focusing on collaboration and development of effective instructional strategies. Use these collaborative groups to empower teachers to reflect on current practices and improve instruction.	Collaborative professional learning communities (PLC) can sustain effective change, and produce continuity of practice and procedures throughout a school environment. Evaluation will be based on student performance as well as internal and external PLC review.
3	Use the most current student achievement data to provide a basis for ongoing differentiation of instruction throughout the year. Also utilize data to monitor the progress of students receiving reading and mathematics interventions (RtI).	Analysis of student data (universal screeners and periodic assessments) creates the feedback necessary to adjust instructional methods and interventions fluidly. Evaluation of interventions and differentiation within grade level and RtI teams will ensure best practices and increased student achievement.
4	Expand opportunities within enrichment classes to provide an enhanced and deeper understanding of the standards and objectives of each enrichment area and explore the interconnectedness of all subjects.	Enrichments are a fundamental part of our educational environment. A deeper focus on standards and an increased connection to the core curriculum will increase student achievement. A school-wide shared approach to student reflection will provide continuity.
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
Expand Common Core Standard Implementation throughout the school. Build on the strong implementation in grades K-2 as grades 3-8 make the transition from addressing both Illinois State Standards and Common Core Standards to solely the Common Core. Analyze current instructional practices and define areas of the curriculum where infusion of the rigor of the Common Core Standards will create opportunities for advancing student	A collaborative analysis of curriculum and instructional practice through the lens of the common core standards will align school-wide priorities and create a framework to address goals and standards. Student achievement will increase as a result of the more cohesive curriculum and increased rigor throughout.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Lesson Plan Templates aligned to the Common Core Standards.	Instruction	All	ILT	Summer 2012	Summer 2012		
Curriculum Maps aligned to Common Core Standards.	Instruction	All	All	Summer 2012	Quarter 1		
Teacher Teams meet vertically and complete unpacking of Common Core and identify where modifications can be made to current curriculum.	ILT/ Teacher Teams	All	Teachers	On-going	On-going		
In each classroom, conduct an audit of current text levels and alignment to Common Core.	Instruction	All	Teachers/	On-going	Summer 2012		
Augment Language Arts needs with non-fiction text purchases.	Instructional Materials	All	Administration	Summer 2012	Summer 2012		
Research and purchase Social Studies texts/curricular materials aligned to the Common Core	Instructional Materials	All	ILT	Quarter 1	Summer 2013		
Research and purchase Science texts/curricular materials aligned to the Common Core.	Instructional Materials	All	ILT	Quarter 1	Summer 2013		
Professional Development for implementing Common Core aligned literacy instruction delivered by teacher leaders to each grade band and cluster.	Instruction	All	ILT	Quarter 1	Quarter 4		
Quarterly analysis of Common Core Assessments will be tied to professional development and cluster goals.	ILT/ Teacher Teams	All	Teacher Teams	Quarter 1	Quarter 4		
Implement a school-wide initiative focused on increasing student executive functioning skill to increase college and career readiness.	Instruction	All	ILT/ Teachers	Summer 2012	On-going		
Fund supplemental Mathematics/Reading texts to support Common Core instruction.	Instruction	All	Administration	Summer 2012	On-going		
Fund supplemental instructional supplies to support Common Core instruction.	Instruction	All	Administration	Summer 2012	On-going		



Strategic Priority 1

Fund Tech XL network fees, leasing of computers, tech maintenance to support Common Core instruction.	Instruction	All	Administration	Summer 2012	On-going		
Fund pupil transportaion/ field trips to support Common Core instruction.	Instruction	All	Administration	Summer 2012	On-going		
Fund Reading property/equipment to support Common Core instruction.	Instruction	All	Administration	Summer 2012	On-going		
Fund discretionary teacher position to support Common Core instruction.	Instruction	All	Administration	Summer 2012	On-going		
Fund discretionary ESP positions to support Common Core instruction: Computer/ Math, and Science.	Instruction	All	Administration	Summer 2012	On-going		
Fund office coverage to support after-school programs that enrich Common Core instruction.	Instruction	All	Administration	Summer 2012	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
Strengthen and grow our professional learning community focusing on collaboration and development of effective instructional strategies. Use these collaborative groups to empower teachers to reflect on current practices and improve instruction.	Collaborative professional learning communities (PLC) can sustain effective change, and produce continuity of practice and procedures throughout a school environment. Evaluation will be based on student performance as well as internal and external PLC review.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase members of the ILT to achieve a more diverse and representative team.	ILT/ Teacher Teams	All	ILT/ Administration	Summer 2012	Summer 2012		
Increase the number of clusters (teacher teams) .	ILT/ Teacher Teams	All	ILT/ Administration	Quarter 1	Quarter 1		
Create definitive structure of shared leadership model within clusters.	ILT/ Teacher Teams	All	Teacher Teams	Summer 2012	Quarter 2		
Quarterly peer observations scheduled by teachers and supported by the administration.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Set school-wide goals and goals within each cluster based on student achievement.	ILT/ Teacher Teams	All	ILT/ Teachers/Admin.	Quarter 1	Quarter 1		
Teachers create personal professional growth plans and reflect and modify quarterly.	Other	All	Teachers	Summer 2012	On-going		
Internal quarterly implementation of "Rounds" concept of school improvement based on collaborative peer observation.	ILT/ Teacher Teams	All	ILT/ Administration	Quarter 1	On-going		
Weekly Cluster teacher team meetings alternating between professional development and analysis of student work.	ILT/ Teacher Teams	All	Teacher Teams	Quarter 1	On-going		
Utilize Cluster team meetings to develop and implement instructional strategies that address multiple student learning modalities.	ILT/ Teacher Teams	All	Teacher Teams	Quarter 1	On-going		
Fund substitute coverage to support professional learning communities.	Instruction	All	Administration	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
Use the most current student achievement data to provide a basis for ongoing differentiation of instruction throughout the year. Also utilize data to monitor the progress of students receiving reading and mathematics interventions (Rtl).	Analysis of student data (universal screeners and periodic assessments) creates the feedback necessary to adjust instructional methods and interventions fluidly. Evaluation of interventions and differentiation within grade level and Rtl teams will ensure best practices and increased student achievement.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All Beginning of the Year (BOY) identified tier 2 and 3 students have interventions and monitoring in place in the first quarter.	ILT/ Teacher Teams	Other student group	Rtl Team	Quarter 1	Quarter 1		
Professional development led by teachers and administration addressing adoption of NWEA testing.	Instruction	All	ILT	Quarter 1	Quarter 2		
Weekly use of universal screeners and teacher made assessments to test effectiveness of differentiation strategies.	Instruction	All	Teachers	On-going	On-going		
Focused quarterly peer observations targeting differentiation methods and strategies. Implementation Goals: 33% of teachers are implementing strategies as per peer observation in quarter 1 and 66% of teachers implementing strategies as per peer observation by quarter 3.	Instruction	All	Teachers	On-going	On-going		
Continual re-evaluation of student interventions in six week intervals.	ILT/ Teacher Teams	Other student group	Teachers/ Rtl Team	On-going	On-going		
Continually monitor student progress as it relates to grade levels , Common Core, early literacy and math assessments. Utilize Student Data Analysis Sheets to track and monitor student achievement.	ILT/ Teacher Teams	All	Teachers, Teacher Teams and Administration	Quarter 1	On-going		



Strategic Priority 4

