



2012-2014 Continuous Improvement Work Plan

Everett McKinley Dirksen Elementary School

O'Hare Elementary Network
8601 W Foster Ave Chicago, IL 60656
ISBE ID: 150162990252603
School ID: 609874
Oracle ID: 22871



Mission Statement

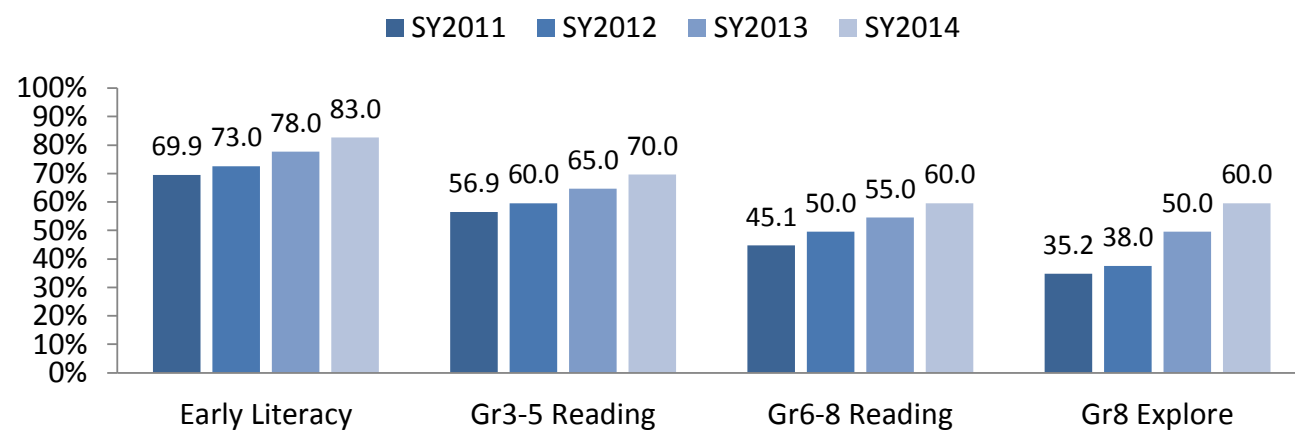
Our school community mission is to provide educational programs that support all students' literacy enrichment by committing to a high quality academic instructional program. All students including Special Education and English Language Learners will have an extensive opportunity to learn the skills of effective communication, analytical thought, and creativity. All students will develop into adults who value and promote education and who contribute generously to our society.

Strategic Priorities

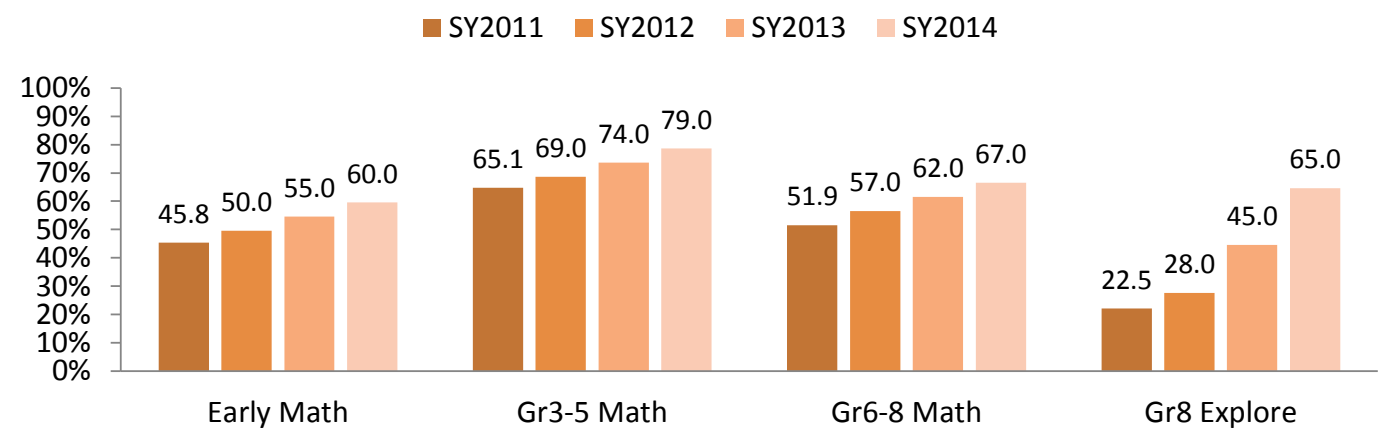
1. Literacy - Increase percentage of students making growth targets by 5% over the 2012-2013 school year.
2. Math - Increase percentage of students making growth targets by 5% over the 2012-2013 school year.
3. Inclusion/RTI/PBIS - SPED & ELL : Proper use of Common Core Materials through rigorous classroom instruction to accommodate all learners and increase college readiness for our diverse population.

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:	Everett McKinley Dirksen 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
Daniel Lucas	Principal
Sondra Archibald	Assistant Principal
Jaclyn Gagnani	Classroom Teacher
Asma Ali	Assessment/Data Faculty
Timothy Griffin	Special Education Faculty
Michelle Migally	Classroom Teacher
Sylwia Ufinarz	Assessment/Data Faculty
Sophia Basharis	Classroom Teacher
Milena Govedarska	ELL Teacher
Deborah Clarke	Classroom Teacher
Janis Harris	Special Education Faculty



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	69.9	73.0	78.0	83.0		Early Math % of students at Benchmark on mClass	45.8	50.0	55.0	60.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	56.9	60.0	65.0	70.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	65.1	69.0	74.0	79.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	55.5	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	55.2	60.0	65.0	70.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	45.1	50.0	55.0	60.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	51.9	57.0	62.0	67.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	40.7	60.0	65.0	70.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	45.6	60.0	65.0	69.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	35.2	38.0	50.0	60.0		Explore - Math % of students at college readiness benchmark	22.5	28.0	45.0	65.0



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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	97.0	97.0					
					Misconducts Rate of Misconducts (any) per 100	2.7	2.7	2.7	2.7

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	80.1	83.0	87.0	90.0		ISAT - Reading % of students exceeding state standards	25.5	29.0	32.5	36.0
ISAT - Mathematics % of students meeting or exceeding state standards	89.9	92.0	93.0	94.0		ISAT - Mathematics % of students exceeding state standards	32.8	36.0	39.0	43.0
ISAT - Science % of students meeting or exceeding state standards	86.3	89.0	92.0	94.0		ISAT - Science % of students exceeding state standards	15.3	19.0	24.0	28.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<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>Common Core curriculum materials have been purchased for the entire school. In order to use these materials effectively, the testing materials used to assess the students (Dibels, Map, CCSS, ISAT) need to have correlation to the texts. In addition, the Des Carts section from the NWEA website should be used regularly to determine fluid grouping, differentiate and drive instruction.</p> <p>Grade level teams need to discuss and collaborate best practices as well as set team goals for students. The goals must be communicated and charted through the use of a data wall. Once each grade level is delivering differentiated instruction and using</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>The principal has worked to improve the school climate for the students, staff, parents, and community. There is an open line of communication between the administration, staff and parents where feedback is encouraged and taken into consideration in decision making.</p> <p>As the instructional leader, administration has brought in new materials that align to the Common Core Standards and has helped to adopt and implement the Common Core Standards and more rigorous instruction through professional development trainings and presentations.</p> <p>Parents are encouraged to be a part of the school community through activities such as reading night, international night, awards ceremonies, book fair, carnivals, and open houses.</p> <p>Administration has brought in new opportunities for the students</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Teachers at Dirksen are involved in various committees and leadership areas. Every team member has a job and committees are equally distributed. Teachers are working towards endorsements in ESL and middle school as well as administration (type 75).</p> <p>In addition, the principal has developed stronger teacher leaders. The Rtl Coordinator at Dirksen has applied for school partnership with the Communities in Schools of Chicago and the middle school science teacher has started a Garden Club where a grant was applied for and received to bring in green space for the children to have a safe place for recreation in the community.</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>The ILT includes teachers from all grade-levels and departments. The team meets twice weekly to analyze data and to form a plan for school-wide professional development. The ILT serves as liaisons between the administration and the staff as an additional form of communication.</p> <p>In choosing the new series that aligned with the Common Core Standards, the staff was highly involved in evaluating and choosing the math and language arts curricula.</p>	4
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>Analysis of MAP and ISAT data is discussed at weekly team meetings to ensure that the data is being used to identify and group all levels of learning, and that rigorous instruction is being delivered in a way that is accessible to all students, including SPED and ELL.</p> <p>Ongoing training will be provided to ensure online test scores are accessible to all. All teachers have been provided NWEA logins as well as access to SIM, SSM, and CIM.</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			4
	<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>The new curriculum is aligned with the Common Core State Standards (LA & Math). The new curriculum provides strategies and differentiation to meet all students' needs including SPED and ELLs.</p> <p>Grade level goals for each quarter are developed and teachers are collaborating regularly to ensure student achievement.</p> <p>Professional development has been provided by the publisher to train faculty members on best practices and using the new aligned reading and math materials.</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 Core State Standards textbooks have been provided for all grade levels to implement the new CCSS (Envision – Math; Reading Street for primary and intermediate; Literature and Math for 7th/8th grade). The new instructional materials provide online component to parents, students, and teachers which helps connectivity of school and home. The new curriculum and instructional materials addresses all levels of learners including SPED and ELLs and encourages differentiated instruction throughout all grade levels.</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>All classrooms are providing weekly formative assessments on math calculations, word problems, and written explanation of the steps they took, why they took them, and the final answer. Also, language arts assessments including vocabulary, phonics, comprehension, and writing through extended response. Informal assessments are ongoing and taken into consideration by the teacher to adjust and provide appropriate instruction to all students including SPED and ELLs.</p> <p>Dibels in reading and math for kindergarten through 2nd grade are given three times a year after benchmark testing is completed. Progress monitoring for RTI and below level students are administered every 2 to 4 weeks.</p> <p>NWEA testing administered three times a year and the scores are available to all teachers right away for improving instruction and meeting individual needs of all students including SPED and ELLs. Staff members are working on creating a visual student friendly aid</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Students are engaged in whole group, small group, and one-on-one instruction. Learning centers are being implemented to encourage cooperative learning among students. Hess cognitive rigor matrix is being used to guide instruction and encourage teachers to ask questions that involve higher order thinking skills.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			4
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>RtI is effectively being used. The RtI Coordinator approaches all needs and concerns in a timely and organized manner. In the classroom, interventions are in place to help all students succeed in Tier I, II, and III.</p> <p>Teachers identify students in need based on Dibels, NWEA, ISAT, and classroom assessment data. Teachers have established and implemented anecdotal logs for behavior and academics, use of goal sheets, action plans, and contracts (behaviors). Small group instruction and station activities are taking place in the general education classroom. With the new reading series, small group instruction is already built into the reading curriculum.</p>	
Professional Learning	Whole staff professional development ----->			4
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional development for reading and math has been extensive to familiarize and train the teachers to implement the new instructional materials which are aligned to the CCSS.</p> <p>Professional development on rigorous instruction was provided by Barbara Blackburn, a dynamic speaker, and we shared the experience with Cleveland Elementary teachers. All day activities encouraged communication of ideas and team building between the two staffs.</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>Weekly grade level team meetings include SPED and Bilingual teams to discuss RtI, curriculum, assessment data, related planning, events, and school wide functions pertaining to the grade level. Teachers have common planning times which helps them organize their students according to their abilities and develop targeted goals to increase academic achievement.</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>Peer mentoring is provided for new teachers by peer classroom visits. Peer observations are discussed and analyzed by mentor and mentee. Through this experience teachers help guide novice teachers using their expert knowledge of certain disciplines.</p> <p>There is consistent feedback and support from administration. Administration meets in grade-level team meetings to support each other. Also there is professional development on new curriculum that enables teachers to utilize Common Core Standards successfully.</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>Students have responsibilities in the classroom and throughout the school. Upper grade students have opportunities for participation in Student Council, afterschool programs, tutoring, etc.</p> <p>Teachers promote the idea that each grade level builds on the next including high school and college. Teachers discuss post-college career opportunities with students.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>There are strong teacher-student relationships that promote respectful and appropriate behavior patterns throughout the school. Students feel comfortable in confiding in teachers. Teachers support emotional and academic needs of students. Teacher follow-up with parents is completed in a timely and professional manner.</p> <p>Home language and cultures are valued throughout the school. Teachers incorporate home languages and cultures in everyday activities. There are cultural based projects done in each grade-level. There is also International Night in which all students are encouraged to attend. There are Bilingual and Special Education services provided for students. In accordance with IEP students</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>Dirksen has a safe and inviting environment. Dirksen has integrated PBIS throughout the whole school and is consistently implementing it. This allows the students to understand what is expected of them regarding behavior and safety. There are consistent consequences and rewards for behavior school wide.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	Teachers communicate with parents on an ongoing basis about students' academic performance. Frequent letters are sent home with information on school activities on a regular basis. There are monthly newsletters of school events are sent home and are put on the school website. Teacher homepages are updated regularly and have goals, expectations, and procedures listed. Parents can access grades regularly through parent portal and can contact the teacher easily with any questions. Primary grades have Friday folders to consistently provide parents with weekly updates on student progress.	
	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. 	<p>On-going communications between administration, parents, and teachers have been established. Bilingual and SPED teachers communicate regularly with General Education teachers to determine and ensure additional support to meet each student's individual needs.</p> <p>Parent workshops have been given to train parents on how to use the Parent Portal and Dirksen's updated website to monitor student</p>	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	Dirksen has a non-threatening and welcoming environment. Parents are welcomed to be part of many school activities and to help with organization of various school events such as; International Night, Reading Night, and Book Fair. There are monthly meetings by the LSC.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<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. 	<p>Special Education team does a great job with the students. Rtl is in place and is regularly conducted.</p> <p>Staff is diligent in calling DCFS when inappropriate situations arise. School provides support to students that are temporarily homebound.</p>	
	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. 	<p>Upper grades are taken to various high schools throughout Chicago. Parents are invited to do presentations about their jobs. School provides some information regarding career choices through project based activities.</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Teacher's deliver a rigorous curriculum aligned to Common Core State Standards. Help is available to students before and after school. Tier III Rtl is also available to students in need for all subjects.</p> <p>Information and opportunities to explore paths of interests are limited. Students would benefit from more High School program guidance. High school visits, career days, and other opportunities for college-readiness exploration would be beneficial for all students.</p>		
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. 	<p>There is equitable exposure to extra curricular and enrichment opportunities, before and after school clubs, and academic support. After school programs have a variety of activities available. Student interests are taken into consideration and used to implement</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	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. 	Advanced algebra classes are offered for upper grades to promote higher leveled instruction based on student abilities. Eighth grade students take the Explorer test to match them with potential career paths based on their interests and abilities. There is an afterschool enrichment program for students to provide adequate support for	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A (High School Only)	
	Transitions ----->			4
	<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. 	Consistent communication between grade levels in regards to standards, goals and expectations. Transitions between grade levels are coordinated including Bilingual and Special Education teachers so parents have the required paperwork and information. There is counselor assistance and guidance available in choosing future high schools.	

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 ----->			4
	<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>The new text book series is supported by supplemental materials. Funds are spent on school wide supplies and materials which are available to all teachers. The staff participates in grant writing from sources like CFE, Oppenheim, etc. The school maintains focus on the use of resources necessary per student achievement and growth.</p> <p>The classrooms would benefit from investments in updated technology, including but not limited to, Elmo, Smart Boards, projectors, wiki boards, etc.)</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>Hiring at Dirksen is conducted after a vacancy has been identified. New staff members are professional, highly qualified, and connected to the school. Grade levels are assembled based on knowledge, expertise, and qualifications.</p> <p>The LSC and the teachers would like to be more involved in establishing a hiring protocol in order to obtain staff members that are a good fit for the needs of the students at Dirksen and to build a stronger sense of team in the school environment.</p>	
Use of Time ----->			4	
	<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>Each grade level team has same prep time in order to efficiently collaborate. Scheduling of instructional time, specials, pull out programs, RtI, ESL, and special needs support is done strategically. Struggling students receive structured interventions and supports from general education teachers, SPED and Bilingual teachers.</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 school community mission is to provide educational programs that support all students' literacy enrichment by committing to a high quality academic instructional program. All students including Special Education and English Language Learners will have an extensive opportunity to learn the skills of effective communication, analytical thought, and creativity. All students will develop into adults who value and promote education and who contribute generously to our society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Literacy - Increase percentage of students making growth targets by 5% over the 2012-2013 school year.	Increase literacy skills through rigorous instruction will develop more students that are college ready
2	Math - Increase percentage of students making growth targets by 5% over the 2012-2013 school year.	In depth study of mathematical processes and reasoning will develop more students that are college ready
3	Inclusion/RTI/PBIS - SPED & ELL : Proper use of Common Core Materials through rigorous classroom instruction to accommodate all learners and increase college readiness for our diverse population.	Rigorous curriculum for all students will provide scaffolds that will allow equitable access to college ready skills
4	Optional	N/A
5	Optional	N/A



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
Literacy - Increase percentage of students making growth targets by 5% over the 2012-2013 school year.	Increase literacy skills through rigorous instruction will develop more students that are college ready

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assessment of current MAP data for 2012-2013 school year: - In early professional development days in August, teachers will analyze MAP data and Dibels	ILT/ Teacher Teams	All	All Teachers	Quarter 1	Quarter 1		
Fall Reading MAP & Dibels assessment: Data analysis: individual teachers in grade level teams will have ongoing analysis of data to drive instruction	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		
Winter Reading MAP & Dibels assessment: Data analysis: individual teachers in grade level teams will have ongoing analysis of data to drive instruction	ILT/ Teacher Teams	All	All Teachers	Quarter 2	On-going		
Assessment of reading benchmark (unit tests and weekly assessments)	ILT/ Teacher Teams	All	All Teachers	On-going	On-going		
Spring Reading MAP & Dibels assessment: Data analysis: individual teachers in grade level teams will have ongoing analysis of data to drive instruction	ILT/ Teacher Teams	All	All Teachers	Quarter 3	On-going		
Ongoing professional development of instructional materials to delve deeper into higher order thinking skills	Professional Development	All	All Teachers	On-going	On-going		
CCSS reading and writing assessment and analysis of them	ILT/ Teacher Teams	All	All Teachers	On-going	On-going		
Grade-level planning for unit driven lessons with SPED and Bilingual	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		
Regular practice with complex text and its academic vocabulary	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		
Building knowledge through content-rich nonfiction and informational text	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		



Strategic Priority 1

Reading and writing grounded in evidence from text	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		
Purchasing text-sets that are aligned with the Common Core State Standards for Reading, Science, and Social Studies	Instructional Materials	All	All Teachers	On-going	On-going		
Purchasing center activities to drive small group instruction and differentiation to develop college readiness skills for all students including SPED and ELL	Instructional Materials	All	All Teachers	On-going	On-going		
Purchasing PD Materials to ensure best practice and higher order thinking skills are incorporated into classroom instruction	Instructional Materials	All	All Teachers	On-going	On-going		
Utilization of Professional Development Consultants to scaffold instruction	Professional Development	All	All Teachers	On-going	On-going		
Hire Retirees to assist with tutoring/Rtl/PBIS	Staffing	All	Administration	Quarter 1	Quarter 1		
Purchase technology & equipment that facilitates a rigorous learning environment for college readiness	Supplies	All	Administration	Quarter 1	On-going		
Purchase classroom furniture that facilitates a rigorous learning environment for college readiness	Supplies	All	Administration	Quarter 1	On-going		
Hire parent workers to assist with lunch and recess duty for extended day to ensure that teachers are provided optimal prep time in order collaborate and plan rigorous lesson and unit plans for instruction	Staffing	All	Administration	Quarter 1	Quarter 1		

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
Math - Increase percentage of students making growth targets by 5% over the 2012-2013 school year.	In depth study of mathematical processes and reasoning will develop more students that are college ready

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assessment of current MAP data for 2012-2013 school year: - In early professional development days in August, teachers will analyze MAP data and Dibels	ILT/ Teacher Teams	All	All Teachers	Quarter 1	Quarter 1		
Fall Mathematics MAP & Dibels assessment: Data analysis: individual teachers in grade level teams will have ongoing analysis of data to drive instruction	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		
Winter Mathematics MAP & Dibels assessment: Data analysis: individual teachers in grade level teams will have ongoing analysis of data to drive instruction	ILT/ Teacher Teams	All	All Teachers	Quarter 2	On-going		
Assessment of mathematics benchmark (unit tests and weekly assessments)	ILT/ Teacher Teams	All	All Teachers	On-going	On-going		
Spring Mathematics MAP & Dibels assessment: Data analysis: individual teachers in grade level teams will have ongoing analysis of data to drive instruction	ILT/ Teacher Teams	All	All Teachers	Quarter 3	On-going		
Ongoing professional development of instructional materials to delve deeper into higher order thinking skills	Professional Development	All	All Teachers	On-going	On-going		
CCSS mathematics assessment and analysis of them	ILT/ Teacher Teams	All	All Teachers	On-going	On-going		
Grade-level planning for unit driven lessons with SPED and Bilingual	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		
Focus on critical areas to develop deep conceptual understanding and procedural fluency	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		
Integrate the mathematical practice standards throughout instruction	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		
Maintain coherence and continuity to link learning within and across grades	ILT/ Teacher Teams	All	All Teachers	Quarter 1	On-going		



Strategic Priority 2

Purchasing text-sets that are aligned with the Common Core State Standards for Mathematics	Instructional Materials	All	All Teachers	On-going	On-going		
Purchasing manipulatives that help to drive instruction and small group differentiation in mathematics	Instructional Materials	All	All Teachers	On-going	On-going		
Purchasing center activities to drive small group instruction and differentiation to develop college readiness skills for all students including SPED and ELL	Instructional Materials	All	All Teachers	On-going	On-going		
Purchasing PD Materials to ensure best practice and higher order thinking skills are incorporated into classroom instruction	Instructional Materials	All	All Teachers	On-going	On-going		
Utilization of Professional Development Consultants to scaffold instruction	Professional Development	All	All Teachers	On-going	On-going		
Hire Retirees to assist with tutoring/Rtl/PBIS	Staffing	All	Administration	Quarter 1	Quarter 1		
Purchase technology & equipment that facilitates a rigorous learning environment for college readiness	Supplies	All	Administration	Quarter 1	On-going		
Purchase classroom furniture that facilitates a rigorous learning environment for college readiness	Supplies	All	Administration	Quarter 1	On-going		
Hire parent workers to assist with lunch and recess duty for extended day to ensure that teachers are provided optimal prep time in order to collaborate and plan rigorous lesson and unit plans for instruction	Staffing	All	Administration	Quarter 1	Quarter 1		



Strategic Priority 3

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

Strategic Priority Description	Rationale
Inclusion/RTI/PBIS - SPED & ELL : Proper use of Common Core Materials through rigorous classroom instruction to accommodate all learners and increase college readiness for our diverse population.	Rigorous curriculum for all students will provide scaffolds that will allow equitable access to college ready skills

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development for teachers to correctly use/fill out RTI folders for ongoing documentation of students' needs and progress	Professional Development	All	All Teachers	On-going	On-going		
PD: How to progress monitor students and analyze data to drive instruction effectively	Professional Development	All	All Teachers	On-going	On-going		
Determining appropriate interventions for students in all tiers of RTI	Professional Development	All	All Teachers	On-going	On-going		
PD: How to scaffold instruction for all students; modify and accommodate for all learning students	Professional Development	All	All Teachers	On-going	On-going		
PD: Teaching academic vocabulary using Des Cartes from NWEA Assessment to increase college readiness	Professional Development	All	All Teachers	On-going	On-going		
PD: Using PBIS to establish school norms, expectations and social skills	Professional Development	All	All Teachers	On-going	On-going		
PD: Utilize Pearson assessment materials (benchmark, unit assessments and weekly assessments)	Professional Development	All	All Teachers	On-going	On-going		
Purchasing text-sets that are aligned with the Common Core State Standards for Reading, Mathematics, Science, and Social Studies	Professional Development	All	All Teachers	On-going	On-going		
Purchasing center activities to drive small group instruction and differentiation to target all tiers of Rtl as well as develop college readiness skills for all students including SPED and ELL	Professional Development	All	All Teachers	On-going	On-going		
Purchasing PD Materials to ensure best practice and higher order thinking skills are incorporated into classroom instruction for all tiers of Rtl as well as SPED and ELL students	Professional Development	All	All Teachers	On-going	On-going		



Strategic Priority 3

Utilization of Professional Development Consultants to scaffold instruction for all tiers of Rtl as well as SPED and ELL students	Professional Development	All	All Teachers	On-going	On-going		
Hire Retirees to assist with tutoring/Rtl/PBIS	Staffing	All	Administration	Quarter 1	Quarter 1		
Purchase technology & equipment that facilitates a rigorous learning environment for college readiness	Supplies	All	Administration	Quarter 1	On-going		
Purchase classroom furniture that facilitates a rigorous learning environment for college readiness	Supplies	All	Administration	Quarter 1	On-going		
Hire parent workers to assist with lunch and recess duty for extended day to ensure that teachers are provided optimal prep time in order to collaborate and plan rigorous lesson and unit plans for instruction	Staffing	All	Administration	Quarter 1	Quarter 1		

