CIWP

Ariel Elementary Community Academy

Burnham Park Elementary Network

1119 E 46th St Chicago, IL 60653

ISBE ID: 150162990252895

School ID: 609951

Oracle ID: 23421

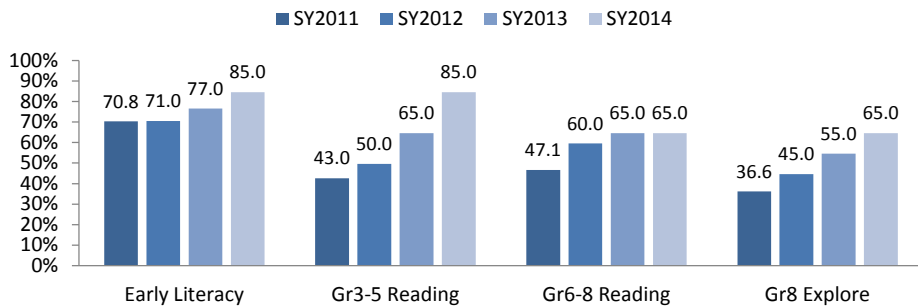CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Ariel Community Academy is a Math, Science and Financial Literacy School founded on a student -family-school-community partnership that educates and nurtures ALL students to be equipped with the competencies necessary to be successful in college and fufill their potential socially, emotionally, cognitively, physically, linguistically and creatively.
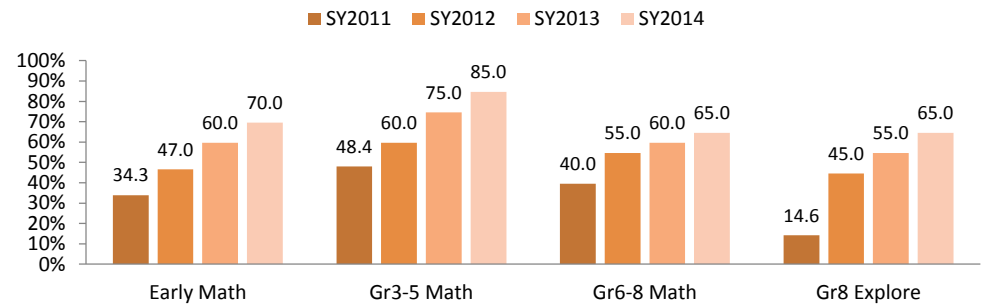
Strategic Priorities

1. Student Mclass and NWEA data suggest a need to provide a rigorous core curriculum in mathematics that represents a balance between non-negotiable profiencies demanded by CCSS and deep, integrated mathematical units that require problem solving, critical thinking and the employment of a wide range of mathematical

2. Provide a school wide proactive approach to social emotional learning to implement strategic, school-wide intervention strategies and support systems that promote student self-regulation, address concerns with consistency and meet college readiness goals. Curriculums for this effort include Powerful Beyond Measure; Beyond

3. Raising the quality and rigor present in instruction and student work by creating integrated units with clearly articulated student performance assessment reflecting CCSS standards.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	70.8	71.0	77.0	85.0
Gr3-5 Reading	43.0	50.0	65.0	85.0
Gr6-8 Reading	47.1	60.0	65.0	65.0
Gr8 Explore	36.6	45.0	55.0	65.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	34.3	47.0	60.0	70.0
Gr3-5 Math	48.4	60.0	75.0	85.0
Gr6-8 Math	40.0	55.0	60.0	65.0
Gr8 Explore	14.6	45.0	55.0	65.0

Date Stamp November 22, 2012

CIWP

Continuous Improvement Work Plan
2012 - 2014

CHICAGO PUBLIC SCHOOLS | CPS

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:	Ariel Elementary Community Academy

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
Lennette Coleman	Principal
Phyllis Brady	LSC Member
Connie Moran	Parent/ Guardian
Judy Shelton	Assessment/Data Faculty
Monica Delgado	Classroom Teacher
Valerie Beal	Parent/ Guardian
Jeremy Reed	Classroom Teacher
Shirley Knox	Counselor/Case Manager
Shantay Bryant	Parent/ Guardian

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	70.8	71.0	77.0	85.0	**Early Math** % of students at Benchmark on mClass	34.3	47.0	60.0	70.0

3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	43.0	50.0	65.0	85.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	48.4	60.0	75.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	62.0	65.0	70.0	75.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	58.6	65.0	75.0	85.0

6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	47.1	60.0	65.0	65.0	**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	40.0	55.0	60.0	65.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.3	60.0	65.0	65.0	**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	58.6	65.0	65.0	65.0

8th Grade									
Explore - Reading % of students at college readiness benchmark	36.6	45.0	55.0	65.0	**Explore - Math** % of students at college readiness benchmark	14.6	45.0	55.0	65.0

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.5	96.0	96.0	96.0	**Misconducts** Rate of Misconducts (any) per 100	5.4	4.4	3.0	2.5

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	80.7	83.0	83.0	85.0	**ISAT - Reading** % of students exceeding state standards	14.4	20.0	25.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	88.9	89.0	90.0	95.0	**ISAT - Mathematics** % of students exceeding state standards	24.8	30.0	35.0	38.0
ISAT - Science % of students meeting or exceeding state standards	75.2	76.0	80.0	85.0	**ISAT - Science** % of students exceeding state standards	8.9	10.0	15.0	20.0

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***	-->		**4**
	• 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.	• 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.	The expectation for student achievement aimed at aggressively narrowing the achievement gap for African American students is clear and well documented in longitudinal data of Ariel. Since the school was created particular emphasis was given to narrowing the gap in math and science, both gateway subjects to high school completion and college success. The school collects longitudinal data on its students, 98% of the students graduate high school, 70% of high school graduates are currently in college with only eight students in two year colleges. Data regarding how well Ariel students do in ninth grade reflects that 80% are successful. 2011 ISAT data indicates 95% of eighth grade students (math) 87.5% in reading meet and exceed standard. Science assessments are amongst the highest in the district. A priority is for students, themselves to set goals and priorities for themselves using NWEA, social emotional, and work ethic data.	
	Principal Leadership	-->		**4**
	• 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.	• 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.	The foundation of the school is rooted in the understanding that teachers can create knowledge relative to teaching learning and instruction. At Ariel, the principal evaluates teacher needs through weekly meetings with teachers classroom visits. The Principal and Curriculum Director work in concert with teacher leaders to determine ways in which the culture of the school; content of instruction; performances of students etc. can set precedents for learning for all stakeholders. Teachers have completed doctoral programs; each year cohorts complete the National Board Certification process; and are given a wide range of collaborative and professional development opportunities made available by the Principal. The importance of college readiness and the requirements of success in college are communicated by the principal, staff, and community partners daily through a variety of venues: morning announcements, in quarterly school assemblies, in parent education opportunities, in parent orientation and high school meetings. etc.	

Date Stamp November 22, 2012

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
Teacher Leadership	--->		**4**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	There is an expectation set school-wide that each teacher assume an aspect of leadership, therefore, all teachers are actively involved in a leadership role and are invested in the school as a full collective. All areas of effective schools have teacher leaders. A process is in place for teachers to request where they will lead; what areas they would like to gain expertise in; and every teacher will at some point be a leader for aspects of whole school professional development. In our school leadership is defined by both the staff and students as "someone who makes others better". Thus, expertise is viewed as an obligation to be shared and grown and opportunities for collaboration between our staff (and parents) emerge as a response to identified needs. Teachers are encouraged to view the school day as research in progress and knowledge making as a process in which a collective range of diverse talent, experience and ideas are brought to bear on the challenges that confront us. In way, curriculum is never adequate but always evolving requiring modifications and development to meet the needs of a new generation of students. Teachers are curriculum writers and everyone shares in the assessment and evaluation process.	

Date Stamp November 22, 2012

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
Instructional Leadership Team (ILT)	-->		**4**
• 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.	• 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	The ILT meets weekly and is represented by all grade level teams. A data wall is maintained in the central hallway; data is reviewed during each meeting and academic, social emotional, and structural (scheduling of RTI etc.) concerns that arise from data are brought back to grade level teams. Qualitative data (teacher observations, classroom assessments of visual and space organizations, informal survey data, observations of students during classroom and transitions) as well as Quantitative data (NWEA, Dibbles, MClass, ISAT) is analyzed and identified areas are brought back to a) teams in weekly team meetings and b) Professional Development on staff development days. Teacher also use blogs and google docs to communicate and monitor lessons. Reflection on curriculum and practice is followed by a variety of opportunities that are organized by the ILT (observations of other classroom; peer feedback; all staff classroom walk throughs; cross grade planning etc.)	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	The school quarterly collects and analyzes data - teacher to student; teacher to teacher on teams, between administrators and teacher teams; on the ILT; and between parents and teachers. The analysis is used to target teacher support through professional development and options that may involve further data collection, observation of other teachers, observation of targeted instructional times and students; and review of student work for rigor. Support and expertise is allocated depending on the need suggest by data. Data include school wide surveys; Pre and Post assessments; rubrics for evaluating classrooms and student engagement data.	

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
	Curriculum	-->		**3**
DIMENSION 2: Core Instruction	• 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.	• 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.	Curriculum development has reflected the aim to meet state standards with the aim of closing the achievement gap and insure the academic success of ALL learners. All grades have a year long scope and sequence that is articulated in Curriculum Maps that articulate skills, concepts, assessments utilized, instructional groupings, materials, performance assessments, as well as pacing through the calendar year. Curriculum needs revision to meet higher standards of rigor represented in the CCSS. Data analysis as well as the review of grade level curriculums suggest: 1) Although integrated curriculum units are present these need to be represented quarterly; 2) Mathematics needs revision and time equally dispersed between conceptual understanding and mastery of facts and skills- CCSS texts reviewed miss the problem solving piece so critical to being an effective and successful mathmatician. Strateigies include a school-wide framework based on Polya's steps to problem solving, problems of the week that require and accommodate many approaches to problem solving and raising the individual student efficacy in math problem solving in general. At all grade levels, curriculum rigor needs improvement and a fine tuning of balance between student mastery and proficiency, critical thinking, and student utilization of knowledge requisites toward new problem solving activities. 3)	
	Instructional materials	-->		**3**
	• 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.	• 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).	Although each grade level and content area teacher has instructional materials aligned with past standards that are supportive of students with disabilities, our assessment of the materials, even those promoting CCSS have areas that are not addressing all of the requirements of the learning required by CCSS.	

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.

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
Assessment	-->		**4**
• 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.	• 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.	The school wide classroom data is evident to students, parents and the staff. Every student and teacher has an icon that displays growth in relation to the entire school. Formative and summative assessments are central to all team meetings and teachers rely on such things as fluency assessments, Running Records, writing assessments and journals, and teacher made assessments and end of unit tests to assess student mastery. Student performance assessments are included in every content area and include student presentations, student inventions, student performances individually as well as group to determine student application of content knowledge. Teachers from all grades who teach language arts meet curriculum meetings to analyze and discuss student work samples and a work sample protocal for discussion is utilized. The school staff has also emphasized the importance of students participating in the assessment process (both academic and social emotional). On report card pick up and in parent student teacher conversations students are asked to articulate their progress in specific areas as well as areas that are indicative of need. Assessment both fomative and summative is used to determine what accommodations and modifications are needed	

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
Instruction	--->		**3**
• 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.	• 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.	Although curriculum is adjusted to meet the needs of students and teachers consider instruction and content based on assessment of student needs, curriculum planning of quarterly unit student proficiencies based on CCSS is needed to bring greater consistency in communicating the standards-based learning objectives to students. While evidenced in many classrooms, the articulation of objectives does not occur in the same manner. Teachers need to assess the level of tasks required of students in cross grade, content focused teams, as well as adjust student learning opportunities such that ALL students meet the growth targets necessary to fill learning gaps and be college ready. The number of team meetings will be structurally revised to accommodate weekly cross grade math, science, language arts and writing. Work samples, assessments of rigor of CCSS evidences in units, proficiencies of students (quantitative NWEA, Dibbles, MClass, CCSS) and student work will be examined in relation to meeting CCSS. Greater consistency of formative assessment during instruction must occur. Teachers will continue to use formative and summative assessments, however, school wide, quarterly revisions of student groupings as well as learning opportunities will occurs based on the identified student needs. Content area teams with the Curriculum Director and Principal will further identify and articulate areas of curriculum and instruction that are not effective and will continue to build on those areas that are effective.	

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
Intervention	-->		**3**
• 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.	• 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.	NWEA, Reading Inventories, Running Records, Reading Street, student work, teacher tests and student efficacy in content area subjects all are administered in a strong, systematic timely manner to provide data for screening students for academic intervention and acceleration. Push in support is provided by specialists in reading and special education. Currently the school is organized in fifty minute periods and interventions occur during available times that may not necessary represent a continuation of the instructional content area time. RTI groupings have remained relatively fixed throughout the year, in part due to the fixed aspect of the schedule itself. Schedule innovation includes considerations of maximizing instruction on days least impacted by holiday periods; implementing a who school RTI period that accommodates all students daily; and content teams quarterly revising instructional opportunities for extended learning for ALL students based on student assessments.	
Whole staff professional development	-->		**4**
• 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.	• 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.	The ILT teams oversees and monitors the plan for staff development in whole school meetings. The Principal provides resources necessary to cover classrooms based on teacher support necessary to improve instruction, or to plan instructional units. This year, for example language arts, reading specialists, social studies teachers planned cohesive, integrated instructional units for fourth graders based on the south and incoporating the variety of music, art, literature etc. that emerged from southern states, as well as an integrated unit on the birth of the constitution - all units were able to integrate a wide range of non-fiction materials as well as virtual, interactive technologies offered by through the Internet. There is an intentional effort to capitalize on every teacher's strengths and expertise as well as bring all expertise to date with research.	

Professional Learning

Date Stamp November 22, 2012

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 3:	*Grade-level and/or course teams*	-->		**3**
	• 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.	• 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.	Teachers have shared, freed periods at grade levels in order to collaborate, plan and analyze formative assessment. However, the number of teams across topic areas has limited the frequency/regularity of meetings in departmentalized grades (four through grade eight). Teacher specialists are also limited in the ability to meet with all teams and collaboration times. Teams are inclusive of general education, special education and specials teachers. Protocols for looking at student work are in place; protocols for discussions will be similarly utilized to support and enhance efficiency and outcomes.	
	Instructional coaching	-->		**4**
	• 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.	• 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.	Ariel has a coaching plan that identifies teacher needs and clearly provides coaching from teachers, specialists, and the Curriculum Director. Mentoring is also provided by the Chicago New Teachers Center and Teach For America respectively. Each semester teachers across grade levels and subjects conduct peer evaluations and coaching. On-going professional collaborations identify individual teacher instructional/learning goals and resources are directed to support those goals (Marzano rubrics for indentifying teacher goals are introduced in staff development at the beginning of the year for all teachers).	

Date Stamp November 22, 2012

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 4:Climate and Culture	***High expectations & College-going culture***	-->		**4**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	The school and every staff member reinforces the expectations of college and career-readiness standards. A Financial Literacy Program and curriculum reinforces the necessity of schooling, the importance of college, and the overall impact of schooling success and education to financial prosperity. Students own real investments; attend board meetings and share their ideas; visit financial institutions and workplaces; are tutored on Saturdays by individuals from business and professional organizations; and mentored by the Ariel Men's Club sharing enjoyable activities and conversations focused on the necessity of college. The staff and community connections are visible and vivid. The student Junior Board; many clubs (Debate, Model UN, Guitar and Drum, Chess, Art, Cooking etc.) provide experiences for students to develop appreciation for their personal talents and leadership; and the Powerful Beyond Measure curriculum	
	Relationships	-->		**4**
	• 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.	• 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.	The school has implemented a curriculum called Powerful Beyond Measure which promotes student acquisition of internal social emotional skills and intelligent, healthy behaviors. Facing History and Ourselves provides students with opportunities to analyze and respond effectively to bullying and negative social mindsets and behaviors. A schoolwide focus on Black History is incorporated throughout grade levels as students learn through history, primary source materials, film and media an appreciation for diversity and personal history. Parents are also involved in this effort hosting a competition between parents and students regarding African American history. These efforts combined with Social Emotional Learning groups have reduced the number of incident reports and disrespectful behavior	
	Behavior& Safety	-->		**3**

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
• 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.	• 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.	Incidents are written up, centralized and used as one form of data to analyze student needs and develop strong interventions. Teacher-Parent-Student-Administrator meetings; Security; the Counselor; and Student Peer Remediation; and small group social emotional learning opportunities help counter negative behavior. The Facing History and Ourselves curriculum; school wide expectations; and parent involvement have helped. Breakfast in the Classroom helps student students start the day.	

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
Expectations		-->	**4**
• 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.	• 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.	School performance is posted on the Parent Board as well as sent home to parents. Student data (NWEA, Dibbles, Mclass, RR) is shared with parents during report card session as well as weekly wrap ups in Primary and Intermediate I grades. Parent packets are prepared each year to provide examples of what is required. Parents are also provided Compass Learning program information to support learning at home. Early reading nights teach parent literacy expectations and strategies to be used with children at home.	
Ongoing communication		-->	**4**
• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	Parent partnerships are the foundation of the school and an open door policy is evident daily. Teachers and the school use multiple sources for communication (email, phone, written communication, parent nights, and collaborative small group meetings designed to intervene and provide solutions to strengthen student efficacy and success whether academic or social emotional.	
Bonding		-->	**4**

DIMENSION 5: Family and Community Engagement

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMEI	• 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.	• 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.	Families are involved at a variety of levels. Ariel Men's Club; Parent-child support efforts; student performances (science nights; science fair; Money Smart Week; school-wide musicals; Spanish Assembly; Literacy Nights; spring dramatic school-wide performance; parent informational sessions all occur every month.	

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
Specialized support	-->		4
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	The school maintains partnerships with The Community In Schools Programs and Neighborhood Schools Program. Outreach to families have included grief counseling; health and medical support services; An Extended Day Program that provides students and families with safe and nurturing extended day services as needed.	
College & Career Exploration and election	-->		4
• Information about college or career choices is provided.	• 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.	The school offers a Career Night; provides parent orientation sessions regarding High School and College; hosts High School fairs; hosts an alumni night; has an alumni website; and hosts an alumni/student picnic each year.	
Academic Planning	-->		4
• 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.	• 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.	The school counseling team, Curriculum Director, partner organization works closely with every student and family to inform parents and students of career and college requirements; college planning; and educational opportunities. Middle school students are provided career education sessions and ALL students are offered a Financial Literacy 'Point of View' curriculum that teaches financial literacy, economics, career education, and entrepreneurship. The school evaluates continually whether curriculums are moving students toward college readiness standards and career development.	
Enrichment & Extracurricular Engagement	-->		4
• 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.	• 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.	The school has an extensive and rigorous extracurricular and enrichment program and, based on data, outside evaluation, and internal data has received the honor of being an Elites After School All Stars program. In this capacity, most of our students participate throughout the year and students recruited who need greater social emotional and academic support	

N 6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSIO	*College & Career Assessments*	--->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	The Point of View Curriculum utilizes the Jump Start survey;students create resumes; the counselor surveys career readiness; teacher's include career and college readiness in report card and student-teacher assessment conversations.	
	College & Career Admissions and Affordability	--->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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	--->		**4**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	The school provides orientations to parents at all grades including Pre-K. During this time parents are provided resources and information to insure that their child is prepared to transition successfully. Students in Pre-K and lower grades identified as needing more support before entry are offered an additional summer program. For departmentalized Intermediate II and Middle School Parents are also offered orientations at the beginning of the school year.	

Date Stamp November 22, 2012

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
	Use of Discretionary Resources	--->		**4**
DIMENSION 7: Resource Alignment	• 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.	• 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.	Descretionary spending is aligned to the identified needs and strategic priorities. The Curriculum Director (grant writing), teachers (Donor Choose), and the external partner actively pursue opportunities to find opportunities and funding to meet student and staff needs. The focus on student achievement is evidenced in the continued upward growth of student achievement and success in selective high school programs. 20% of our students receive high school scholarships to private institutions and a greater percentage receive Daniel Murphey Scholarships.	
	Building a Team	--->		
	• 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.	• 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.	Hiring is conducted with a clear understanding of data regarding staff capacity and student needs. The schools record for supporting the growth of students; innovative approach to curriculum and instruction; and well documented support for the growth of teacher professionalism and accomplishments serves to attract and develop strong teachers. Interviews include a process of administration interviews; grade level team or content team teacher interviews; portfolios and presentation of a classroom lesson or aspect of professional development.	
	Use of Time	--->		**3**

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
• 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.	• 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.	The current schedule provides teachers with common planning times at grade levels. Stuggling students receive RIT, however, RTI is not always at the same time during the week and this can impact the efficiency of delivery. The current schedule is organized in fifty minute periods and RTI (intervention, acceleration) does not extend learning from those periods but is offered during other times of the day. Collaboration between teachers between grade levels and organizing the schedule in blocks that the ability to flexibly change acceleration and intervention for students based on quarterly growth and individual needs will occur as schedules extend from content periods themselves.	

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

Ariel Community Academy is a Math, Science and Financial Literacy School founded on a student -family-school-community partnership that educates and nurtures ALL students to be equipped with the competencies necessary to be successful in college and fufill their potential socially, emotionally, cognitively, physically, linguistically and creatively.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Student Mclass and NWEA data suggest a need to provide a rigorous core curriculum in mathematics that represents a balance between non-negotiable profiencies demanded by CCSS and deep, integrated mathematical units that require problem solving, critical thinking and the employment of a wide range of mathematical approaches to real world situations.	Student Mclass and NWEA data suggest a need to: a) increase the percentage of students in K-2 achieving benchmark and advance those students beginning at benchmark b) increase growth of students making targets in 6th-8th and provide additional time for ALL students to be Algebra ready in grade eight c) increase the percentage of students meeting college readiness benchmarks on the Explore. Full implementation of ST math in grades K-3 and Compass Learning in grades 4-8 will support this.Teachers will create units of study that accelerate and enrich content to maximize remediation and acceleration. Quarterly data will be used to analyze effectiveness and modify accommodations and modifications for ALL (students at all levels and students with special needs) students.
2	Provide a school wide proactive approach to social emotional learning to implement strategic, school-wide intervention strategies and support systems that promote student self-regulation, address concerns with consistency and meet college readiness goals. Curriculums for this effort include Powerful Beyond Measure; Beyond Basketball; and Facing History and Ourselves. On-going, school wide professional development will insure the consistent delivery of programs, interventions and strategies.	The RTI process addresses social emotional needs after students have been identified. However, a pre-intervention process is needed so that students can receive social-emotional and behavioral interventions to eliminate problems before high intervention is needed. A Social Emotional Learning for Academic Success (SELAS) team will oversee a consistent approach to clear expectations, practices, focus group discussions and professional development. The team will review quarterly data, student incident reports, and oversee direction and implementation efforts toward overall positive school climate, student social emotional well being, and the effectiveness of interventions schoolwide.

3	Raising the quality and rigor present in instruction and student work by creating integrated units with clearly articulated student performance assessment reflecting CCSS standards.	Teachers need to dialogue, plan and design units of study that integrate CCSS in all content areas in order to achieve a cross grade level continuum of instruction and content that will insure that ALL students are college ready. Cross grade teams will increase rigor for ALL students and, in particular, students at benchmark. Content specific teams will use NWEA data, Gradebook, and review digital unit plans to monitor goals, timelines and progress to increase numbers of students performing above the 60 percentile and decrease low achieving students.
4	Optional	
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
Student Mclass and NWEA data suggest a need to provide a rigorous core curriculum in mathematics that represents a balance between non-negotiable profiencies demanded by CCSS and deep, integrated mathematical units that require problem solving, critical thinking and the employment of a wide range of mathematical approaches to real world situations.	Student Mclass and NWEA data suggest a need to: a) increase the percentage of students in K-2 achieving benchmark and advance those students beginning at benchmark b) increase growth of students making targets in 6th-8th and provide additional time for ALL students to be Algebra ready in grade eight c) increase the percentage of students meeting college readiness benchmarks on the Explore. Full implementation of ST math

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review instructional materials to identify non-negotiable profiencies in CCSS and begin unit development	Instructional Materials	All		Summer 2012			
1 st quarter NWEA, Mclass data analysis	ILT/ Teacher Teams	All		Quarter 1			
1st quarter Progress report and gradebook review	ILT/ Teacher Teams	All		Quarter 1			
1 quarter RTI groupings	ILT/ Teacher Teams	All		Summer 2012			
Review and modify RTI plan based on NWEA data and GB review	ILT/ Teacher Teams	All		Quarter 1			
Quarterly reassign grouping based on growth data	ILT/ Teacher Teams	All		On-going			
Monitor student growth and instructional effectiveness.	ILT/ Teacher Teams	All		On-going			
Summarize year long results	ILT/ Teacher Teams	All		Quarter 4			

Strategic Priority 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
Provide a school wide proactive approach to social emotional learning to implement strategic, school-wide intervention strategies and support systems that promote student self-regulation, address concerns with consistency and meet college readiness goals. Curriculums for this effort include Powerful Beyond Measure; Beyond Basketball; and Facing History and Ourselves. On-going, school wide professional development will insure the consistent	The RTI process addresses social emotional needs after students have been identified. However, a pre-intervention process is needed so that students can receive social-emotional and behavioral interventions to eliminate problems before high intervention is needed. A Social Emotional Learning for Academic Success (SELAS) team will oversee a consistent approach to clear expectations, practices, focus group discussions and

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Have school wide training regarding strategies, interventions that effectively promote student social emotional learning and student self regulation.	Professional Development	All		On-going			
SELAS Team will monitor school wide implementation and identify further needs/interventions	ILT/ Teacher Teams	Other student group		On-going			
design interventions for targeted students and RTI tier groupings	ILT/ Teacher Teams	Other student group		Quarter 1			
quarterly review of data to make modifications and monitor student growth	ILT/ Teacher Teams	Other student group		Quarter 1			
assess and reassign groupings	ILT/ Teacher Teams	Other student group		On-going			
Parent-Student Teacher Presentations at all grade levels to inform of purpose, goals etc. SELAS	Parental Involvement	All		Quarter 1			
year end summary and school wide assembly reflecting our work	ILT/ Teacher Teams	All		Quarter 4			

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
Raising the quality and rigor present in instruction and student work by creating integrated units with clearly articulated student performance assessment reflecting CCSS standards.	Teachers need to dialogue, plan and design units of study that integrate CCSS in all content areas in order to achieve a cross grade level continuum of instruction and content that will insure that ALL students are college ready. Cross grade teams will increase rigor for ALL students and, in particular, students at benchmark. Content specific teams will use NWEA data, Gradebook, and review digital unit plans to monitor goals, timelines and

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish content area teams with grade level representatives	ILT/ Teacher Teams	All		Summer 2012			
review of research and resources for instructional rigor	Instructional Materials	All		Summer 2012			
intergrate CCSS into units of study across curriculum	Instruction	All		Quarter 1			
monitor instruction rigor and student progress	ILT/ Teacher Teams	All		On-going			
Assess that units clearly represent unified themes that use non-fiction, technology, primary sources, artifacts etc.	ILT/ Teacher Teams	All		Quarter 1			
Insure that Assessments are designed to match the instructional goals	ILT/ Teacher Teams	All		On-going			

Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps