



## 2012-2014 Continuous Improvement Work Plan

### Joseph Jungman Elementary School

Pilsen-Little Village Elementary Network

1746 S Miller St Chicago, IL 60608

ISBE ID: 150162990252292

School ID: 610015

Oracle ID: 23961



### Mission Statement

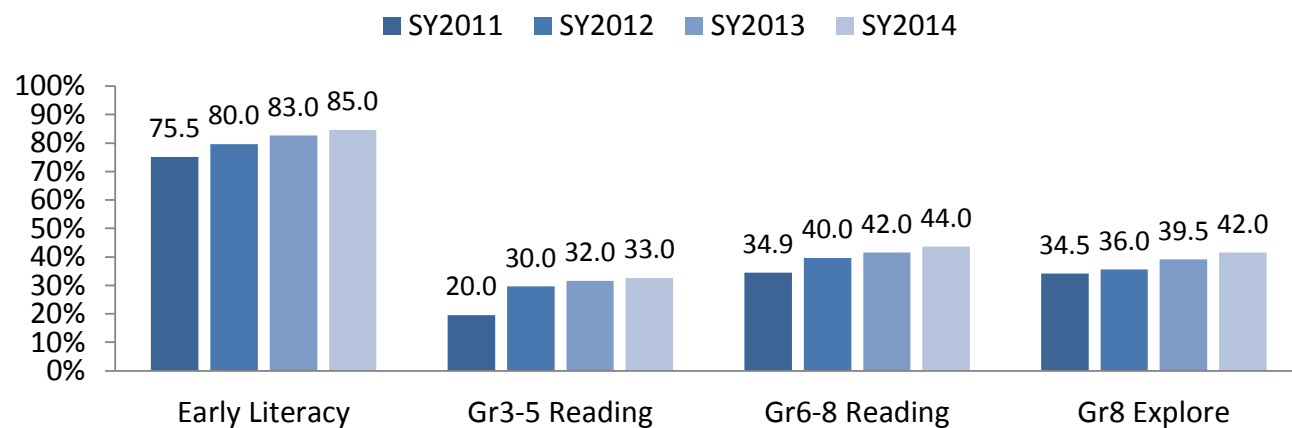
All students completing the Jungman courses of study are members of the global community, and prepared to make informed decisions about further courses of study. They are independent individuals who understand the importance of contributing to society and working well with others for a common purpose. They are critical thinkers who are adept at problem identification and resolution and are empowered to embrace new experiences in order to grow individually and as part of the international society. Our staff is committed to involving students, parents and members of the wider community to achieve these goals in an ongoing process of educational improvement.

### Strategic Priorities

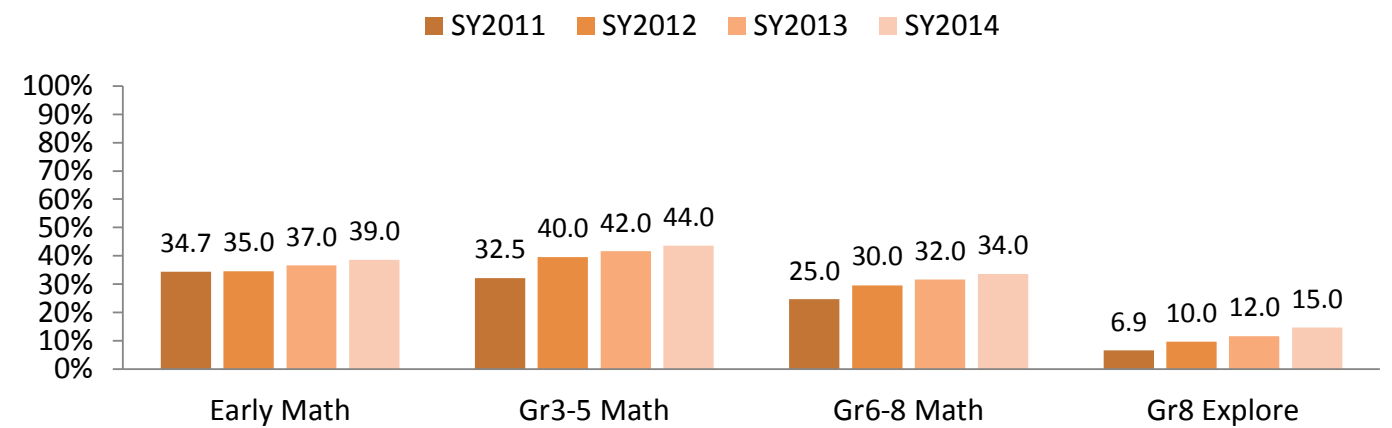
1. Teachers will learn and adopt the CPS Literacy Content Framework to design and implement a strategic and responsive curricula that is CCSS aligned.
2. Teachers will provide scaffolded instruction centred in QTEL philosophy. Teachers will implement QTEL lesson architecture while developing quarterly unit plans that reflect the three moments in a lesson. (Preparing Learners, Interacting with Text, & Extending Understanding)
3. Teachers will deepen understanding of Mathematics: Standards for Mathematical Practices. An emphasis on Shift 1: Focus will be made to align the math curriculum and provide targeted instruction at each grade level.

### School Performance Goals

#### Literacy Performance Goals



#### Math Performance Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Joseph Jungman 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
Zaida Hernandez	Principal
Alisa Hasler	Counselor/Case Manager
Kelsey Leonard	Support Staff
Elisabeth Pryor	Classroom Teacher
Christina Castaneda	LSC Member
Alexandra Escobar	Classroom Teacher
Luz Cuadrado	Classroom Teacher
Tonalti Ramirez	LSC Member
Martha Ramirez	LSC Member



## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	75.5	80.0	83.0	85.0		<b>Early Math</b> % of students at Benchmark on mClass	34.7	35.0	37.0	39.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	20.0	30.0	32.0	33.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	32.5	40.0	42.0	44.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	59.2	64.0	66.0	68.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	64.4	69.0	71.0	73.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	34.9	40.0	42.0	44.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	25.0	30.0	32.0	34.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	71.3	76.0	78.0	80.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	51.3	56.0	58.0	60.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	34.5	36.0	39.5	42.0		<b>Explore - Math</b> % of students at college readiness benchmark	6.9	10.0	12.0	15.0



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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	96.4	97.0	97.5	98.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	5.3	5.1	5.0	4.9

### State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	61.7	63.5	66.0	67.5		<b>ISAT - Reading</b> % of students exceeding state standards	6.6	7.0	7.5	8.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	67.7	68.0	68.5	69.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	7.8	8.0	8.5	9.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	63.2	64.0	64.5	65.0		<b>ISAT - Science</b> % of students exceeding state standards	8.8	9.0	9.2	9.6

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>The school has established three specific measurable goals in the Theory of Action (TOA). The percentage of primary students at end of the year benchmarks for literacy and math will increase by 5% based on Dibels, Idel, &amp; Mclass Math. The percentage of students in grades 3-8th meeting/exceeding standards in Reading, Math, &amp; Science on Isat will increase by 5%. The percentage of students exceeding standards in Reading, Math, and Science will increase by 2%. School goals drive all decisions made to improve student achievement, and narrow achievement gap. The percentage of students in sub-groups ELL and SwD meeting/exceeding standards will increase by 5%. Goals are set based on data analysis to ensure</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Principal creates a professional learning community that is focused on achieving the school goals derived from the TOA. In order to meet the school's TOA school-wide learning cycles are developed and implemented by ILT to strengthen the core instructional program, and implementation of strategies based on QTEL philosophy. Empower ILT to facilitate communication between administration and teachers. Leads weekly professional development that is tightly linked to the work done in teacher team meetings. Ensures school schedule supports weekly teacher team collaboration in grade cluster bands. Principal communicates school goals, academic achievement, and opportunities for parent involvement at monthly LSC &amp; BAC meetings.</p>	

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<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Leadership roles are shared among all teachers. All teachers are invested in the success of the school, and are committed to improve student achievement. All teacher hold one or more leadership roles in the school. The small school environment promotes involvement for all teachers. Teachers have equity of voice as ILT, PPLC, LSC, PPC, &amp; TT is representative of all sub-groups within the school. (General Education Teachers, Special Education Teachers, Bilingual Teachers, etc.) Teachers meet weekly in grade bands to look at student work to determine students mastery of QTEL strategies, analyze data, and plan for instruction.</p>	



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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>ILT is assembled of a combination of knowledge and expertise (primary, intermediate, upper, special education, bilingual education, school counselor, literacy coach, &amp; administration). ILT is responsible for improving teaching and learning school-wide and leads professional development. ILT developed learning cycles aimed at achieving TOA goals through school's strategic levers (Implementing Core Instructional Program, Implementation of QTEL Philosophy, &amp; Focus on Academic Language). ILT engages in open and honest discussions to make progress toward school goals.</p>	<b>3</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>Scoring tool was designed and revised to evaluate the effectiveness of the QTEL strategy implementation. Scoring tool measured the mastery of content as well as use of the strategy. All teachers piloted the scoring tool and provided feedback to guide future implementation of QTEL strategy. QTEL coaches, literacy coach, ILT, and administration to support and strengthen QTEL implementation observed teachers. Gallery walk was held to showcase QTEL in action. Learning walks were conducted by ILT members to focus on what students were doing and saying, teacher academic language,</p>	<b>2</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>K-eighth grade teachers follow yearlong scope and sequence in literacy, which is aligned to Common Core State Standards (Reading Literature, Reading Informational Text, &amp; Writing CCSS). From the scope and sequence teachers develop quarterly maps. Kindergarten and first grade teachers follow the Harcourt Storytown scope and sequence to achieve Common Core Reading Foundational Standards that have yet to be unpacked for primary grades. K-8 grade teacher follow yearlong scope and sequence in math and science, which follows the Chicago Math and Science Initiative. Third thru fifth grades are departmentalized to ensure instructional focus in writing, math, and science thus increasing student achievement. Third thru fifth grade teachers plan and implement daily social emotional lessons that follow Responsive Classroom philosophy to develop student's social and academic skills. OnTRAC agendas are used school-wide to develop students</p>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Each grade level has a set of materials available (SEP-UP, Integrating Earth Systems, FOSS, STC, Creating America, We the People, Houghton Mifflin, Scholastic Magazines, Math Trailblazers, Language of Literature, Language Network, English at Your Command, Word Generation, 7 Habits, Novel Studies, &amp; Storytown). We strive to align all materials to Common Core State Standards. Harcourt Storytown supports Native Language development, ESL instruction, and strategic intervention for all sub-groups (ELLS and SwD).</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Each grade level team uses a comprehensive set of formative, summative, and standardized assessments to monitor students learning. (Dibels, Idel, TRC, Mclass Math, Scantron, ISAT, ACCESS, Explore, DWWA, IAA, Portfolios, Performance Assessments, Unit Assessments, Weekly Assessments, Informal Observations, Oral Fluency, Reading Inventories, etc.) Student profile data is not readily available to all teachers. Assessments need to be appropriately modified on a consistent basis for SwDs and ELLs. Assessment methods are inconsistently aligned to Common Core State Standards.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Some teachers communicate learning objectives based on observation of learning walks. Learning walks gathered data on implementation of QTEL strategies, learning objectives, classroom environment, and quality interactions. Data gathered from learning walks was shared with staff during weekly staff meeting. Objectives posted during learning walks show evidence of levels 1-4 in Depth of Knowledge Chart by Norman Web. Learning objectives are not always reflective of learning task. Teachers are working toward strengthening questioning techniques to increase higher order thinking skills. Some teachers utilize DOK to effectively plan rigorous assessments, tasks, and daily learning objectives.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>School has made progress to administer literacy interventions in the primary grades via BURST. In addition, the school is working toward establishing a system to address the needs of all students K-8. School has scheduled time to provide interventions for primary students through Burst. School has also scheduled time to provide interventions for intermediate and upper grade students through Achieve 3000. Time has been provided for k-8 students in need of phonic intervention through the use of Lexia Reading (including SwDs). Currently, UIC (America Read) tutors offer some support during classroom instruction however they are not currently providing research based interventions. Structured intervention period has been established for upcoming school year for all grade levels.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>School-wide professional development is focused on achieving the school's Theory of Action. Learning cycles have been focused on the implementation of the QTEL philosophy. Cycles have been revised, and are more focused and structured. Learning cycles are aligned to the school's priorities stated in the TOA. Revisions were made to ensure cycles were targeted to include more dimensions (LASW, PD, Professional Reading, Learning Walks &amp; Family/Community Engagement) in order to achieve our goals. Learning walks and class observations have served as a monitoring tool.</p>	

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<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teacher teams meet weekly. Meetings are focused and follow a set agenda. Teacher teams follow the norms and protocols provided by the School Performance Management Toolkit created by the Office of Performance. Meeting times are focused on establishing a common understanding of Common Core State Standards, creating quarterly maps, analyzing student data, and developing weekly plans. Teacher Teams need to be inclusive of general education, special education, &amp; other specialists.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>A coaching plan was developed to provide all teachers with one-on-one coaching that include a pre-conference, classroom observation, and post-conference. Coaching was provided to all teachers by literacy coach and/or QTEL coaches. Teachers occasionally receive quality feedback. A systematic coaching plan is needed to better support teachers in their practice.</p>	



**School Effectiveness Framework**

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>School-wide College and Career Week was held to promote college and career readiness. Informative sessions were held for middle school students and parents on the high school application process. Seventh and eight grade students also received a presentation on a variety of high school opportunities. Students who needed more guidance and exposure, completed interest inventories and career exploration inventories. School's partnership with Junior Achievement also promoted college and career readiness school-wide.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>Students with disabilities are included in academic, physical, and social activities. Settings include inclusion both pullout and push-in services. Implementation of QTEL strategies demonstrates value of home language and culture. All communication to parents is accessible in native language. Responsive classroom training was provided to k-5 staff to establish school-wide approach to behavior. After-School All-Stars Chicago, Communities in School in Chicago, ProsArt, and America Read have provided tutoring and extra curricular activities to all students.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>Responsive Classroom training was provided k-5 to establish a systematic approach to student behavior. Middle school teacher use the 7 Habits of Effective Teens to encourage positive behavior, and develop student character. Middle school students also receive a presentation on bullying. Parent workshops were held to provide information on bullying behaviors. The Chicago Police Officers also provided a presentation to middle school students on the effects of cyber bullying, sex-ting bullying and harassment.</p>	



### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	Teachers provide clear information to parents via welcome back letters at the beginning of the year, which outlines grade-level expectations, and classroom rules and consequences. One-on-one parent-teacher conferences are held to clearly explain what is expected to meet or exceed the standards. Eight-grade meetings are held to inform parents and students on the requirements for graduation. School provides information on high school application process and scholarships. School also provides information on outside specialized services including parent support, mental health, social services, and after-school programs. Principal provides clear information for families during LSC, NCLB, and BAC meetings. School communicates all information in English and Spanish. Parent Portal training sessions were held to teach parent	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	Staff engages in two-way communication with parents via letters, phone calls, email, and parent portal. Phone calls are made as needed by teachers, counselors, and administration to discuss student's strengths and needs. One-on-one parent-teacher conferences are held to clearly explain what is expected to meet or exceed the standards. Tutoring is offered to students in need in literacy and mathematics. Social worker and counselor offer	
<b>Bonding</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	School establishes a welcoming environment. School provides frequent opportunities for families to participate in a variety of activities. Parents are given the opportunity to participate in classroom observations via school day visit, school assemblies, chaperon filed trips, ESL classes, technology classes, etc. Parents are also encouraged to participate in a variety of athletic activities (school sports teams, Alivio Run, Marathon Kids, & Chicago Run). Depending on the classroom parent involvement is more frequent than others.	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	School staff conducts intensive outreach to families in need. Weekly review of parent-teacher referrals is made to offer immediate services to students. School provides families with information on outside specialized services including parent support, mental health, social services, and after-school programs. Social worker and counselor make home visit based on extreme cases. Services	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	College and career exposure is embedded in the curriculum. Instructional materials expose students to college and career opportunities (7 Habits, Responsive Classroom, Scholastic/Upfront Magazines, on-line resources, etc.). School-wide College and Career Week was held to promote college and career readiness.	
<b>Academic Planning</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	School counselor provides information on selective enrollment to 7-8th grade students and their parents. Counselor also meets one-on-one with students to determine which high schools fit their individual needs. Additionally, school counselor meets with students one-on-one to complete, revise, and submit high school application.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	School ensures equitable exposure to a variety of extracurricular and enrichment opportunities. School sports teams include girl's volleyball, girl's basketball, and boy's volleyball. Partnership with Soccer for Success exposes intermediate students to co-ed soccer.		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	Students participate in Explore Assessment. Career interest inventories are administered to students to provide guidance in career exploration. All special education transition plans have a college and career readiness goal.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	DOES NOT APPLY	
	<b>Transitions</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	School works to ensure effective transition for pre-k students to transition to kindergarten (Step Up to Kindergarten). School works to effectively transition 8th grade students to high school through the High School Exploration Program, and High School Investigation Day. Eight-grade meetings are also held to inform parents and students on the requirements for graduation. School provides information on high school application process and scholarships available.	

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>Allocations of discretionary funds take into consideration all stakeholders and always aligned to specific priorities. School pursues opportunities for outside funding e.g. Midwest Generation, ProArts, Luna Negra, Common Thread, Looking Glass Theater, QTEL, Junior Achievement, Novell Series, Brookfield Zoo, Museum of Science &amp; Industry, Contemporary Museum of Art, Healthy Teacher, Marathon Kids, Chicago Runs, Old Town School of Folk Music, Middle School Dance, America Read Tutors, etc.</p>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Hiring is deliberate, however a consistent multistep process needs to be in place. Opportunities to participate in interviews are available to staff members, particularly for those closely impacted by future employee. School works in partnership with UIC to place student teacher as potential teacher candidates. Interviews consist of a combination of knowledge and expertise.</p>	
<b>Use of Time</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>School schedule is designed based on minutes per subject and network parameters. Weekly collaboration times are set in place for grade bands. Interventions are scattered and inconsistent. Interventions plan was designed after data analysis of DIBELS, TRC Reading, and Scantron Reading. Intermediate grade were departmentalized to offer targeted instruction across content areas in order to increasing student achievement. SES programing was provided after school to develop student's literacy and math skills.</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

All students completing the Jungman courses of study are members of the global community, and prepared to make informed decisions about further courses of study. They are independent individuals who understand the importance of contributing to society and working well with others for a common purpose. They are critical thinkers who are adept at problem identification and resolution and are empowered to embrace new experiences in order to grow individually and as part of the international society. Our staff is committed to involving students, parents and members of the wider community to achieve these goals in an ongoing process of educational improvement.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will learn and adopt the CPS Literacy Content Framework to design and implement a strategic and responsive curricula that is CCSS aligned.	Our current rating for Dimension 2: Instruction is 2 which indicates the school has a definite focus on the TOA. However, progress must be made in regards to increasing student achievement as evident in most recent data from TRC, Dibles, Idel, and Scantron. Although students are achieving growth from beginning to end of the year, students are not achieving at or above grade level. In the primary grades (K-2) TRC results indicated there was a decrease from MOY to EOY in grades 1st (8%) and 2nd (6%). In intermediate grades 3rd - 5th, 73% percent of students made growth targets, but only 42% are at/or above grade level as demonstrated in SCANTRON Spring data. In middle school 6th - 8th grade, 63% percent of student made growth targets, but only 37% are at/or above grade level as demonstrated in SCANTRON Spring data. Results show evidence of student growth, nevertheless progress monitoring of students is needed as well as targeted interventions. Instructional practices must be altered based on individual needs in order to address a higher percentage of students at or above grade level.



2	<p>Teachers will provide scaffolded instruction centred in QTEL philosophy. Teachers will implement QTEL lesson architecture while developing quarterly unit plans that reflect the three moments in a lesson. (Preparing Learners, Interacting with Text, &amp; Extending Understanding)</p>	<p>Teachers received PD during the summer of 2011 on QTEL philosophy to develop knowledge of Research Based Instructional Practices and ensure implementation to ultimately increase student achievement. Based on Learning Walks by ILT members, 100% of the teachers adjusted their practice to include strategies recommended by QTEL that would create a more collaborative and student centered environment. All students were exposed to a variety of strategies. Teacher monitors student use of strategies to ensure they would be able to use the strategy accurately, and also verbalize how and when to use the strategy, in order for them to master content. Teachers assessed students' understanding of both the QTEL strategies and content knowledge using a common rubric designed by the ILT. Based on data collected by ILT members, 100% of teachers have implemented a QTEL strategy within their teaching practice. Teachers have assessed students' understanding of both the QTEL strategies and content knowledge using a common rubric designed by the ILT (Levels 1-4). Results of learning walks proved 70% of primary students, 80% of intermediate students, and 80% of upper level students achieved a 3 or 4 on the rubric. In addition, ILT members collected data on the use of teacher academic language &amp; increased percentage of student work at a higher level (DOK) to demonstrate understanding lessons. This demonstrated that we need to ensure that quarterly unit plans developed embed QTEL philosophy and lesson architecture.</p>
3	<p>Teachers will deepen understanding of Mathematics: Standards for Mathematical Practices. An emphasis on Shift 1: Focus will be made to align the math curriculum and provide targeted instruction at each grade level.</p>	<p>Our current rating for Dimension 2: Instruction is 2 which indicates the school has a definite focus on the TOA. However, progress must be made in regards to increasing student achievement as evident in most recent data from Scantron. Although students are achieving growth from beginning to end of the year, students are not achieving at or above grade level. In intermediate grades 3rd - 5th, 62% percent of students made growth targets, but only 30% are at/or above grade level as demonstrated in SCANTRON Spring data. In middle school 6th - 8th grade, 60% percent of student made growth targets, but only 30% are at/or above grade level as demonstrated in SCANTRON Spring data. Results show evidence of student growth, nevertheless instructional practices must be altered and targeted intervention must be in place. There is a need for professional development to increase teacher understanding of CCSS-Math and work must be done by Math team to begin aligning the math curriculum to Math Shift-1 Focus which will provide targeted instruction for each grade band. Math team must also begin to identify gap in the curriculum in order to purchase supplemental materials that are aligned to CCSS-Math.</p>
4		
5		

### Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers will learn and adopt the CPS Literacy Content Framework to design and implement a strategic and responsive curricula that is CCSS aligned.	Our current rating for Dimension 2: Instruction is 2 which indicates the school has a definite focus on the TOA. However, progress must be made in regards to increasing student achievement as evident in most recent data from TRC, Dibles, Idel, and Scantron. Although students are achieving growth from beginning to end of the year, students are not achieving at or above grade level. In the primary grades (K-2) TRC results indicated there was a

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teachers will attend professional development to develop quarterly unit plans.	Professional Development	All	Teachers	Summer 2012			
Teachers will administer screening assessments at the beginning of the year assessments to identify student participation in interventions/acceleration programs.	Instruction	All	Teachers	On-going			
Teachers will participate in professional development that supports CPS Literacy Framework (essential questions, enduring understandings, backward design, & performance assessments).	Professional Development	All	Teacher	On-going			
Teachers will participate in weekly collaborative planning time in grade bands to look at student work, analyze data, and plan for instruction and interventions.	Instruction	All	Teachers	On-going			
Teachers will meet in grade bands to develop quarterly units in all content areas. Quarterly unit plans will integrate literacy and social studies.	Instruction	All	Teachers	On-going			
General education teachers and special education teachers will meet to collaborate and address special education needs.	Instruction	Students With Disabilities	Teachers	On-going			
Grade bands will meet after district-wide assessments to analyze data to drive instruction.	Instruction	All	Teachers	On-going			
ILT will ensure the effectiveness of the implementation of 7 habits, responsive classroom, and Jungman positive solutions via learning walks.	Instruction	All	Teachers	On-going			
ILT will create literacy resource room and equip with guided reading sets and leveled text (literature & informational text).	Instructional Materials	All	Administration	Summer 2012			



**Strategic Priority 1**

Classroom teachers will update classroom libraries with a variety of high interest grade level text (literature & informational).	Instructional Materials	All	Administration	Summer 2012			
Teachers will supplement science curriculum with informational text, and student guides (FOSS/STC).	Instructional Materials	All	Administration	Summer 2012			
Teachers will supplement social studies curriculum with informational text that support the social studies topics of study.	Instructional Materials	All	Administration	Summer 2012			
Teachers 3rd-8th will implement Achieve 3000 to develop students literacy skills.	Instructional Materials	All	Administration	Summer 2012			
Teachers k-8th will implement Lexia Reading to develop students foundational literacy skills.	Instructional Materials	All	Administration	Summer 2012			
Teachers 2nd-8th will implement Accelerated Reader to progress monitor students reading skills.	Instructional Materials	All	Administration	Summer 2012			
Primary teachers will progress monitor students identified as high risk or strategic via Dibles & Idel.	Instructional Materials	All	Administration	Summer 2012			

## Strategic Priority 2

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

Strategic Priority Description	Rationale
Teachers will provide scaffolded instruction centred in QTEL philosophy. Teachers will implement QTEL lesson architecture while developing quarterly unit plans that reflect the three moments in a lesson. (Preparing Learners, Interacting with Text, & Extending Understanding)	Teachers received PD during the summer of 2011 on QTEL philosophy to develop knowledge of Research Based Instructional Practices and ensure implementation to ultimately increase student achievement. Based on Learning Walks by ILT members, 100% of the teachers adjusted their practice to include strategies recommended by QTEL that would create a more collaborative and student centered environment. All students

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT will create quarterly learning cycles to improve instructional practices school-wide.	ILT/ Teacher Teams	All	ILT	On-going			
QTEL coaches will provide one-on-one coaching to all staff in literacy or mathematics, and model use of strategies.	Other	All	QTEL Coaches	On-going			
ILT will monitor teacher implementation of strategies and student learning (content and process).	ILT/ Teacher Teams	All	ILT	On-going			
ILT will participate in learning walks to observe teacher language, quality interaction, and classroom environment.	ILT/ Teacher Teams	All	ILT	On-going			
ILT will assign professional readings to develop common understanding of QTEL work to be accomplished.	ILT/ Teacher Teams	All	ILT	On-going			
Teachers will develop unit plans that reflect three moments of a lesson.	Instruction	All	Teachers	On-going			
Teachers will develop understanding of conceptual, academic, & linguistic objectives (QTEL Philosophy) that are included in unit plans and posted in the classroom to increase rigor.	Instruction	All	Teachers	On-going			
Teacher will implement ELD instruction that addresses all domains of English proficiency (speaking, listening, reading, & writing).	Instruction	English Language Learners	Teachers	On-going			
ILT will assign professional readings to develop common understanding of Wiggins & Mctighe's Understanding by Design.	ILT/ Teacher Teams	All	ILT	On-going			









**Strategic Priority 3**

