



2012-2014 Continuous Improvement Work Plan

Carl von Linne Elementary School

Fullerton Elementary Network
3221 N Sacramento Ave Chicago, IL 60618
ISBE ID: 150162990252315
School ID: 610039
Oracle ID: 24201



Mission Statement

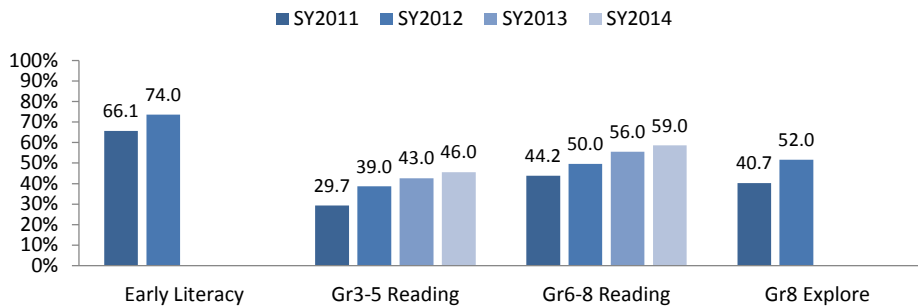
The mission of Carl Von Linne Elementary School is to prepare students for college and career by providing a rigorous, research-based instructional program, aligned to the Common Core State Standards, with a focus on educating the "whole child".

Strategic Priorities

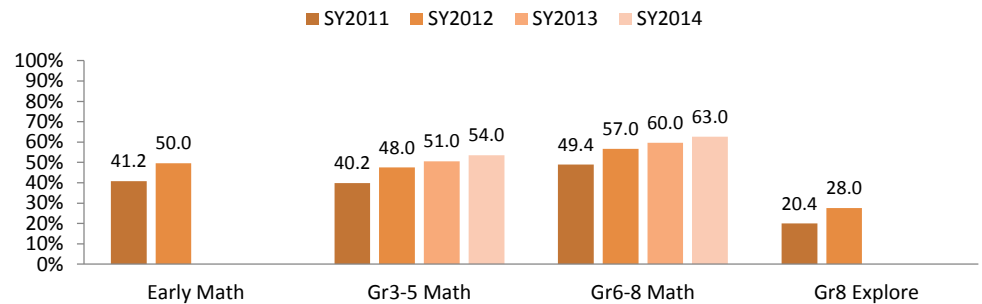
- 1. To increase the percentage of students exceeding State Standards on the ISAT in Reading from 15.1 percent to 33 percent
2. To increase the percentage of students exceeding State Standards on the ISAT in Science from 12.2 percent to 33 percent
3. To increase the literacy levels of our ELL students in both English and Spanish so that achievement on District and State assessments parallel that of non ELL students

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:	Carl von Linne 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
Renee Mackin	Principal
Gabriel Parra	Assistant Principal
Aleksander Jovanovic	Counselor/Case Manager
Mary Kovats	Lead/ Resource Teacher
Jodi Mahoney	Lead/ Resource Teacher
Maria Garcia	ELL Teacher
John D'Allesandro	Classroom Teacher

## Elementary Goal Setting

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

### Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	66.1	74.0				<b>Early Math</b> % of students at Benchmark on mClass	41.2	50.0		
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	29.7	39.0	43.0	46.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	40.2	48.0	51.0	54.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	51.3	52.0	55.0	58.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	72.0	91.0	92.0	93.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	44.2	50.0	56.0	59.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	49.4	57.0	60.0	63.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	67.6	88.0	90.0	92.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	64.4	73.0	76.0	69.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	40.7	52.0				<b>Explore - Math</b> % of students at college readiness benchmark	20.4	28.0		

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### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	95.8	96.0			<b>Misconducts</b> Rate of Misconducts (any) per 100	1.8	1.5		

### 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
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	76.2	82.0	87.0	91.0	<b>ISAT - Reading</b> % of students exceeding state standards	15.1	20.0	26.0	33.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	83.2	88.0	92.0	95.0	<b>ISAT - Mathematics</b> % of students exceeding state standards	24.8	34.0	43.0	51.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	81.6	85.0	87.0	89.0	<b>ISAT - Science</b> % of students exceeding state standards	12.2	20.0	27.0	33.0

## School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<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>Linne's Theory of Action focuses on moving our students from the Meets to the Exceeds category on the ISAT. With the assistance of the Network Data Analyst, realistic goals and benchmarks are in place to guide our planning and monitor our progress. Enrichment programs, classroom goals, and data discussions all center around ways to lift the level of rigor school-wide. Scantron representatives have supported classroom teachers with strategies for reading/analyzing data and designing lessons that will move our students forward. A data room was created to facilitate discussions around assessment information.</p>	
<p><b>Principal Leadership</b> -----&gt;</p>			<p><b>2</b></p>
<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>Administration is new to Linne and is currently working to build relationships with students, teachers, parents, and community members. Major instructional goals are tied to the "Theory of Action" and Mission Statement. Principal and Assistant Principal regularly visit classrooms, both formally and informally, and provide feedback via email or CPS Teacher Visitation Forms. Monthly newsletters, weekly faculty updates, Friday faculty meetings, and grade level meetings have all been instituted by the new administration.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</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>A limited number of teachers work with administration at grade level team meetings and during ILT sessions. There is not an equity of voice during meetings, with a few teacher leaders contributing and advising the administration. Teachers are willing to attend professional development however some are reluctant to share their learning experiences with their peers either via faculty meetings or at grade level team meetings.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</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>A core group of teachers representing various grade levels and content areas were selected by the principal. This Instructional Leadership Team (ILT) meets periodically with administration to provide input and advice. They have also participated in walk-throughs to identify instructional trends and plan for professional development. They have worked with Network leadership to analyze testing data.</p>	
<b>Monitoring and adjusting</b> ----->			<b>2</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>District and State assessment data is analyzed during professional development or grade level meetings--typically with the support of administration, Network or District support personnel. In some cases assessment data is used to create groups, identify students for intervention services, or to adjust instruction.</p>	



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Typical School	Effective School	Evidence	Evaluation
<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>Grade level teams are encouraged to work together during common planning time with a goal of mapping and aligning curriculum. Lesson plan review indicates that most teachers are following his/her own units of instruction, lack long range foci, and rely heavily on the instructional goals provided by the publishers. Math and Science curriculum are both aligned to CMSI, however the level of fidelity in which the material is presented varies by classroom.</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>Core instructional materials vary by teacher, grade level, and content area. Many teachers rely primarily on the adopted Basal and math programs. Based on walk-through data, lesson plan review, and classroom observations, there is little evidence of differentiated instruction taking place. A school-wide materials survey indicated that classroom libraries have a fair balance of fiction and nonfiction however supplemental materials to support CMSI and SS 2.0 themes are limited.</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>School wide data has been provided to the ILT and has been clearly articulated through the support of the Network Data Analyst. Grade level teams have been trained in analyzing their classroom data through the support of the district contracted representatives. There has been little evidence of teachers incorporating data into their planning. A data room was created to support conversations around assessment information.</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>Based on lesson plan review, informal and formal observations by administration, and ILT/Network walkthroughs, there is evidence of lesson planning with learning objectives aligned to the ILS. A few teachers use the CCSS to guide planning and instruction. Most teachers use formative and summative assessments to monitor progress and check for understanding. In many classrooms instruction is most often delivered via whole-group with few opportunities for differentiation. The sequencing of lessons and pacing generally follows publisher created pacing charts in many classrooms.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Intervention</b> ----->			<b>3</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>A systematic approach to identifying students in need of tier 3 intervention is in place. Research-based instructional materials have been provided. A trained interventionist(s) is in place with para pro support. Students receive regular interventions in literacy, behavior/social emotional, or study skills. Post tests indicate that most students made substantial gains in both fluency and comprehension. Students that showed little/no growth are being forwarded onto the RTI team for review.</p>	
<b>Whole staff professional development</b> ----->			<b>2</b>

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Typical School	Effective School	Evidence	Evaluation
<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>A professional development plan was created in August by the administration and teacher leaders, however, District mandates have created the need for some adjustments. The plan centered around moving students into the Exceeds category, with strategies and professional development on lifting the level of rigor through CCSS.</p>	

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<i>Grade-level and/or course teams</i> ----->			<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>Teachers meet weekly as grade levels, topics vary week to week, and some collaboration takes place. Teachers have the opportunity to review assessments using the data wall and most conversation/discussion centers around student learning. Planning typically takes place on an individual basis with teachers uploading lesson plans into a drop box for team members, administration, enrichment and special education teachers to review. Little opportunity takes place for vertical planning or collaboration with enrichment or special education teachers during grade level meetings or professional development sessions.</p>	
<i>Instructional coaching</i> ----->			<b>2</b>

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Typical School	Effective School	Evidence	Evaluation
<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>Teachers are periodically observed by members of the administration or ILT. Coaching conversations generally take place via email or face to face following observations. Some teachers meet on a weekly basis with administration for additional coaching support. Formal pre/post observation conferences take place between teachers and administration. Some training has centered around the Danielson Model and the REACH teacher evaluation system.</p>	

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<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>	Schoolwide expectations are in place for students to aspire to college. Teachers are beginning to plan lessons using the CCSS. A message of "We Are College Bound" is displayed outside the main office for students, parents, and visitors to see as they enter the building.	
<b>Relationships</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	Some students have established relationships with teachers, staff members or administration. Administration and teachers are working to establish a closer relationship with parents via ongoing communication, website, open house and family reading night.	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>



## 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
<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>Many staff members have received PBSS training through the District during the first two quarters of 2011-12 SY. School wide behavioral expectations were selected by the PBSS Team. All classrooms have expectations posted. Postive rewards (Linne Lion Paws) are given to students exhibiting exemplary behavior and jean days are earned each Friday. It is a goal that the PBSS program will help decrease the already low number of misconduct infractions even further.</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
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**Expectations** -----> **2**

<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>The administration began working with teachers to fine tune the grading scale. District and State assessment data did not mirror the grades that students were receiving on progress reports. Inflated grades sent the wrong message to parents and currently teachers are working to better align grades with achievement levels.</p>
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**Ongoing communication** -----> **3**

<p>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</p>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child’s learning at home, but also so that school staff can learn from the families about their child’s strengths and needs.</li> </ul>	<p>A monthly parent newsletter was started by the new administration in September of 2011. An interactive school website was created and some staff members have created a linked webpage. Some teachers contact parents regularly, while others contact only when there are problems with behavior, attendance, or work habits. Over 95% of our parents attend open house, family reading night, and report card pick-up days.</p>
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**Bonding** -----> **2**

## 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
<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>New administration is working on bringing parents into the building through Parent Cafés, a designated parent room, regular BAC meetings, and the creation of a PAC. A Back to School Fair was held in August and parents, teachers, and students had the opportunity to meet with the new administration. There is a decrease in attendance at BAC meetings.</p>	

## School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<b>Specialized support</b> ----->			<b>3</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>	Specialized services are provided to students during the course of the regular school day. The school counselor has created a bullying curriculum for middle grade students (3-5). Our IEP compliance rate is 100%.	
<b>College &amp; Career Exploration and election</b> ----->			<b>2</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>	Some classroom teachers have created college/career units. Information about colleges and/or careers is not readily available in the building.	
<b>Academic Planning</b> ----->			<b>1</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>	The school supports the need for students to be aware of college and career paths, however no consistent plan or supports are currently in place.	
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>2</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>	Extracurricular and enrichment programs are directly tied to the school's mission of educating the "whole child". A major focus this year has been the adoption of a Fine Arts curriculum. A new 3D art studio was created and art curriculum developed. Merit School of	

## School Effectiveness Framework

**Directions:** 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>College &amp; Career Assessments</b> ----->			<b>1</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>	Does Not Apply	
<b>College &amp; Career Admissions and Affordability</b> ----->			<b>1</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>2</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>	Linne hosts informational meetings for parents of students going into PreK, Kinder, Dual Language, CGP and 8th grade to answer questions and provide an overview.	

## School Effectiveness Framework

**Directions:** 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>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>	Discretionary funding is directly tied to priority goals and student needs. Outside partnerships with community members, local merchants and grant funded organizations have helped to directly support the fine arts initiative. A newly founded "Friends of Linne" is working hard at fundraising.	
<b>Building a Team</b> ----->			<b>2</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>	Hiring is based on a combination of vacancies and student needs. Interviews are conducted by a administration and a team of stakeholders (parents, teachers, students). A priority is our Dual Language Program and staffing bilingual/ESL endorsed teachers at every grade level.	
<b>Use of Time</b> ----->			<b>3</b>

## 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
<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>Instructional minutes are carefully analyzed so that time on task is maximized. Special Education/IEP minutes are a priority and students with IEPs are scheduled first. With the exception of fire drills or extreme emergencies, announcements/interruptions are not allowed. Flex time has been built into the day, allowing for interventions, acceleration and maximum support. Teachers were relieved of morning duties, allowing for more collaboration and planning time.</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

The mission of Carl Von Linne Elementary School is to prepare students for college and career by providing a rigorous, research-based instructional program, aligned to the Common Core State Standards, with a focus on educating the "whole child".

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	To increase the percentage of students exceeding State Standards on the ISAT in Reading from 15.1 percent to 33 percent	Based on last year's ISAT our students are not exceeding State Standards in Reading at rates comparable to schools with similar demographics. In order for students to become college and career ready it is critical that our curriculum and instruction be aligned to the Common Core State Standards. A cohesive, research- based curriculum must be developed and implemented on a school-wide level.
2	To increase the percentage of students exceeding State Standards on the ISAT in Science from 12.2 percent to 33 percent	Based on last year's ISAT our students are not exceeding State Standards in Science at rates comparable to schools with similar demographics. In order for our students to become college and career ready it is critical that our science curriculum and instruction be inquiry based and aligned to the CCSS. A cohesive, research- based curriculum must be developed and implemented on a school-wide level.
3	To increase the literacy levels of our ELL students in both English and Spanish so that achievement on District and State assessments parallel that of non ELL students	Based on district testing data (ISAT and DIBELS) our ELL students are not meeting or exceeding State Standards at rates comparable to non-ELL students. A focused, rigorous, and research-based Dual Language program, with teachers that are highly proficient in Spanish, is needed to support/guide literacy instruction and to ensure that ELL students become proficient in both languages.
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
To increase the percentage of students exceeding State Standards on the ISAT in Reading from 15.1 percent to 33 percent	Based on last year's ISAT our students are not exceeding State Standards in Reading at rates comparable to schools with similar demographics. In order for students to become college and career ready it is critical that our curriculum and instruction be aligned to the Common Core State Standards. A cohesive, research-based curriculum must be developed and implemented on a school-wide level.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide comprehensive professional development around the CCSS	Professional Development	All	ILT/Administration	Quarter 1	On-going		ILT will begin the process Spring/Summer 2012 and then work with staff beginning Fall, 2012
Collaborative planning sessions to map/align curriculum	ILT/ Teacher Teams	All	ILT/Teacher Teams/Administration	Summer 2012	Quarter 1		ILT/Principal will work to develop a mapping template
Provide high quality text sets to support literacy development	Instructional Materials	All	ILT/Teacher Teams/Administration	Summer 2012	Summer 2013		Teachers will inventory libraries and submit needs assessment
Strategic Interventions for students that are not meeting growth targets in literacy	Instruction	All	Interventionists and Principal	Summer 2012	On-going		
Build teacher capacity in the area of writing	Professional Development	All	Administration	Summer 2012	On-going		Partner with Heinemann Digital Campus as a pilot program and SEED grant to support writing instruction
Provide professional development in the area of differentiated instruction to support teachers as they work to meet the needs of all learners	Professional Development	All	Teachers and Administration	Quarter 1	On-going		
Teacher teams analyzing student assessment data to plan and adjust instruction	ILT/ Teacher Teams	All	ILT/Teacher Teams/Administration	Summer 2012	On-going		
Purchase software that supports literacy instruction (Reading A-Z; Education City; Study Island) with an emphasis on differentiation	Equipment/ Technology	All	Technology Leader/Administration	Quarter 1	Quarter 1		
Provide a comprehensive TASI program (Targeted Acceleration and Strategic Intervention) on Saturdays to meet the needs of all learners.	Staffing	All	Administration and Literacy Team	Quarter 2	Quarter 4		
Host Family Reading Night(s) to build literacy at home	Parental Involvement	All	Literacy Team	Quarter 2	On-going		
Staff a reading specialist in each of the grade level bands (k-2; 3-5; 6-8) so that students and teachers receive support from a highly trained literacy teacher	Staffing	All	Administration and Literacy Team	Summer 2012	On-going		
Staff interventionist(s) to provide tier 3 support to struggling readers	Staffing	All	Administration	Summer 2012	On-going		



**Strategic Priority 1**

Provide professional development on nonfiction reading strategies to all teachers in grades k-8	Professional Development	All	Literacy Team	Quarter 1	On-going		
Purchase iPads to support literacy instruction/CCSS, providing more opportunities to engage and challenge students	Equipment/Technology	All	Aministration/TechCo	Summer 2013	Summer 2013		
Purchase additional digital and video cameras for student use	Equipment/Technology	All	Technology Leader/Administration	Summer 2012	Quarter 1		
Continue building the Fine Arts Program in music, visual arts, and dance to support the increase of students exceeding State Standards	Staffing	All	Administration	Summer 2012	On-going		

## Strategic Priority 2

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

Strategic Priority Description	Rationale
To increase the percentage of students exceeding State Standards on the ISAT in Science from 12.2 percent to 33 percent	Based on last year's ISAT our students are not exceeding State Standards in Science at rates comparable to schools with similar demographics. In order for our students to become college and career ready it is critical that our science curriculum and instruction be inquiry based and aligned to the CCSS. A cohesive, research-based curriculum must be developed and implemented on a school-wide level.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Collaborative planning sessions to map/ align science curriculum to CCSS	ILT/ Teacher Teams	All	Science Team/Principal	Summer 2012	Quarter 1		
Provide hands on science materials aligned to CMSI (Sepup and Foss)	Instructional Materials	All	Principal	Summer 2012	Quarter 1		Currently a pilot program is in place for one SepUp classroom
Provide high quality text aligned to CMSI themes	Instructional Materials	All	Principal	Summer 2012	Quarter 1		Teachers are in the process of taking an inventory of science trade books in their classrooms and then will submit a needs assessment
CMSI science professional development for all science teachers on Foss/Sepup	Professional Development	All	Science Team/Principal/CSMS	On-going	On-going		
Opportunities for science teachers to plan vertically	ILT/ Teacher Teams	All	Administration	Summer 2012	Quarter 1		
Install interactive whiteboards in all 4th-8th grade science classrooms--increasing engagement, motivation, and supporting differing learning styles	Equipment/ Technology	All	Administration/Tech Co	Summer 2012	Summer 2013		Approximately 1/2 of our classrooms have some type of interactive technology at this time
Host Family Science Night(s) to provide opportunities for parents to participate in hands-on investigations	Parental Involvement	All	Content Team	Quarter 2	On-going		
Include Science in the TASI (Targeted Acceleration and Strategic Interventions) Saturday Program	After School/ Extended Day	All	TASI Team/ILT/Admin	Quarter 2	On-going		
Professional development on nonfiction/science content reading and writing--Comprehension Toolkit	Professional Development	All	Administration and Literacy Team	Summer 2012	On-going		
SMART Technology training for all classroom teachers	Professional Development	All	Technology Team	Quarter 1	Quarter 2		
Increase the number of laptops in each classroom--replacing current, outdated desktop computers	Equipment/ Technology	All	Technology Team	Summer 2013	Summer 2013		



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
To increase the literacy levels of our ELL students in both English and Spanish so that achievement on District and State assessments parallel that of non ELL students	Based on district testing data (ISAT and DIBELS) our ELL students are not meeting or exceeding State Standards at rates comparable to non-ELL students. A focused, rigorous, and research-based Dual Language program, with teachers that are highly proficient in Spanish, is needed to support/guide literacy instruction and to ensure that ELL students become proficient in both languages.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide training for Dual Language teachers on Spanish literacy	Professional Development	English Language Learners	Dual Language Team/Principal	Quarter 1	Summer 2013		
Representatives from the Dual language team to attend the state bilingual conference and IRC conference in Oakbrook	Professional Development	All	Dual Language Team/Principal	Quarter 3	Quarter 3		
Purchase high quality Spanish language materials to support literacy instruction	Instructional Materials	English Language Learners	Dual Language Team/Principal	Summer 2012	Quarter 1		
Professional development school-wide on the SIOP Model	Professional Development	All	Principal/DOLCE	On-going	Summer 2013		
Provide strategic interventions by a trained professional in the native language for students not meeting growth targets	Staffing	English Language Learners	Spanish Language Interventionist/Dual Language Coordinator	Quarter 1	On-going		
Host informational meetings for parents on the educational benefits of our Dual Language Program	Parental Involvement	English Language Learners	Dual Language Coordinator/Principal	Summer 2012	On-going		
Staff ESL/Bilingual teachers at each grade level to ensure that the needs of all ELL students are met across the grades	Staffing	English Language Learners	Administration/Dual Language Coordinator	Summer 2012	On-going		
Purchase technology/software that will support native language literacy	Equipment/Technology	English Language Learners	Dual Language Team/TechCo	Summer 2012	Quarter 1		
Continue ESL classes for parents, incorporating a component on supporting native literacy instruction at home	Parental Involvement	English Language Learners	Dual Language Coordinator	On-going	On-going		
Create an afterschool Spanish class for heritage speaking students	After School/Extended Day	All	Dual Language Team/Principal	Quarter 2	On-going		
All communication to parents should be in both Spanish and English, including bulletin boards and marquee notifications	Parental Involvement	Not Applicable	Dual Language Coordinator/Principal	On-going	On-going		





