



**2012-2014 Continuous Improvement Work Plan**

**Martha Ruggles Elementary School**

Skyway Elementary Network  
7831 S Prairie Ave Chicago, IL 60619  
ISBE ID: 150162990252428  
School ID: 610152  
Oracle ID: 25181



**Mission Statement**

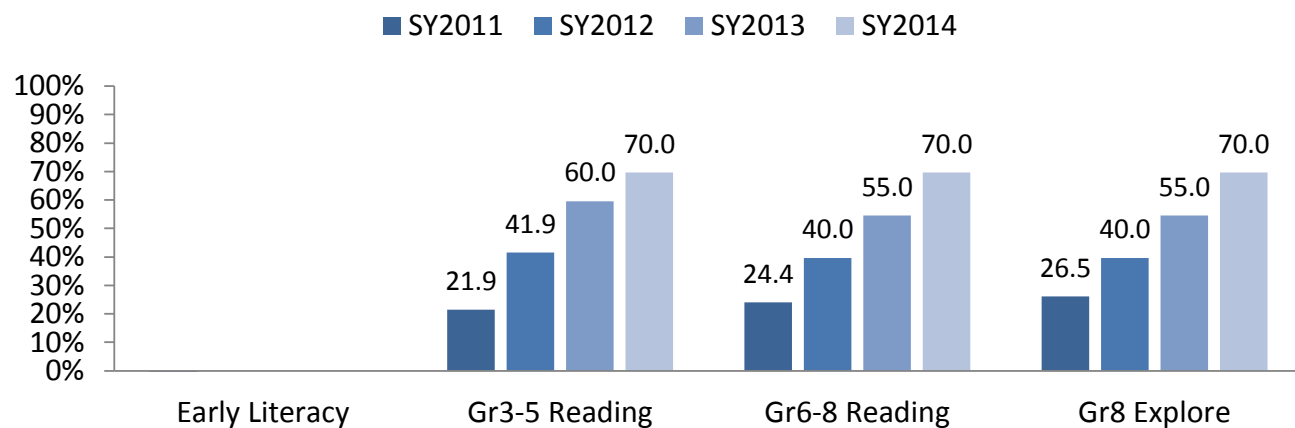
Martha M. Ruggles mission is to provide an inclusive learning community that is committed to meeting the diverse needs of all students. Through the curriculum, students will become critical thinkers, problem solvers, and will become reflective individuals through cultural awareness. All stakeholders, staff, , and community members will work collaboratively to provide a student centered environment that focuses on literacy, mathematics, science with the integration of technology.

**Strategic Priorities**

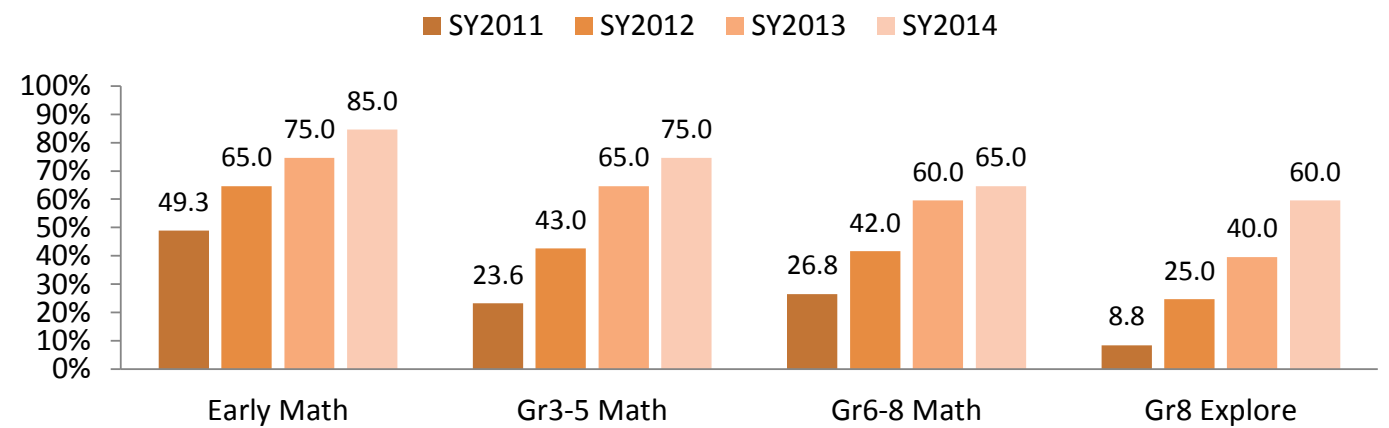
1. Enhance the professional learning community through collaboration to deepen understanding of the Common Core to provide our students with college and career readiness skills. Utilize teacher teams to examine instructional shifts and develop a clear understanding of what students need to know and be able to
2. Effectively implement PBIS as part of our positive behavior model to decrease the number of out of school suspensions, minimize interruptions to instructional process, improve student engagement, and build trusting relationships.
3. Improve school and family relationships through increased communication, providing tools/resources, and engaging learning opportunities to enable parents to be active partners in their child's academic progress.
4. Effectively implement intervention for reading and mathematics using existing and new data to identify students for the designated blocks of time in the full day schedule.

**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:	Martha Ruggles 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
Ida Patterson	Principal
Camille Williams	Assistant Principal
Raven Talley-Patterosn	Classroom Teacher
Rochelle Jones-Person	Classroom Teacher
Laura Buzzelli	Classroom Teacher
Denise Miranda	Classroom Teacher
Marlo Sails	Lead/ Resource Teacher
Krytal Grover-Webb	Classroom Teacher
Yvette Farmer	Counselor/Case Manager
Sharon Burney	LSC Member
Sharon Powell	LSC Member
Margaret Genovese	Community 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	NDA					<b>Early Math</b> % of students at Benchmark on mClass	49.3	65.0	75.0	85.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	21.9	41.9	60.0	70.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	23.6	43.0	65.0	75.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	55.0	65.0	75.0	85.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	57.6	70.0	80.0	85.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	24.4	40.0	55.0	70.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	26.8	42.0	60.0	65.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	56.5	68.0	78.0	85.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	51.3	66.0	80.0	85.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	26.5	40.0	55.0	70.0		<b>Explore - Math</b> % of students at college readiness benchmark	8.8	25.0	40.0	60.0



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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	93.9	94.3	94.5	95.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	30.9	25.0	20.0	15.0

### State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	57.3	68.0	75.0	80.0		<b>ISAT - Reading</b> % of students exceeding state standards	5.5	10.0	17.0	25.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	60.5	70.0	79.0	85.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	8.7	12.0	18.0	26.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	54.1	60.0	72.0	80.0		<b>ISAT - Science</b> % of students exceeding state standards	0.0	6.0	10.0	13.0

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>The staff developed ISAT goals based on grade level cohort projections over the last few years.</li> <li>Middle school literacy teachers identified students who would exceed on the ISAT.</li> <li>Scantron data is used to help teachers' project student growth by targeting deficiencies.</li> <li>Individual Scantron growth targets were explained and are provided to students throughout the year to promote taking ownership of their learning.</li> <li>The Theory of Action was developed by the administration based on the school's goals and shared with the staff.</li> </ul>	
	<b>Principal Leadership</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>Differentiated professional development provided for grade cluster bands based needs of teachers and developing best practices.</li> <li>Professional development plan developed for transitioning to CCSS implemented for all grade levels.</li> <li>Administration plans grade level meeting foci which includes data analysis and best practices based on student data.</li> <li>Administration makes informal and formal classroom observations throughout the school year, however, more feedback is needed for informal observations.</li> <li>Principal newsletter and calendar is sent home monthly. "Coffee with the Principal" is held monthly which includes reviewing assessment data and discussions around meeting school goals.</li> </ul>	

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<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>	<ul style="list-style-type: none"> <li>• Each teacher participates on an instructional committee such as Literacy, Math or Science and has an opportunity the chair the committee. Teachers also participate on a social/cultural committee such as PBIS, seasonal assemblies.</li> <li>• Mentor teachers are assigned to new teachers.</li> <li>• The CIWP team was open to all teachers. Instructional committees completed the SEF to provide input.</li> <li>• Teachers have been afforded opportunities to lead PD and share out from PD attended, however, more, consistent opportunities need to be provided.</li> <li>• Teachers were given the autonomy to develop grade level literacy assessments to support curriculum; supplement literacy instruction using A-Z Reading program and Achieve 3000, implement poetry and reading units; and integrated literacy and art through a collaborative program sponsored by the Smithsonian Institute.</li> <li>• Gen. Ed. and SPED teachers meet bi-monthly to collaborate to meet the needs of their students.</li> <li>• The teams are moving toward teachers facilitating grade level meetings versus administration.</li> <li>• The Art and P.E. teachers provided Rtl to several middle school</li> </ul>	



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Typical School	Effective School	Evidence	Evaluation
<p><b>Instructional Leadership Team (ILT)</b> -----&gt;</p>			<b>3</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>	<ul style="list-style-type: none"> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and makes adjustments accordingly.</li> <li>The school is moving back to the structure of ILT members facilitating grade cluster meetings which would include disseminating information from ILT. meetings, analyzing data and planning instruction accordingly, address teacher concerns and monitoring student progress.</li> <li>ILT helps develop PD based on school's priorities and student data.</li> <li>ILT regularly reflects on how to be more effective with follow through of initiatives planned</li> </ul>	
<p><b>Monitoring and adjusting</b> -----&gt;</p>			<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>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data through grade level performance.</li> <li>The focus has been more on literacy than math and science.</li> <li>Follow up after PM sessions has not been consistent.</li> </ul>	

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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>	<ul style="list-style-type: none"> <li>The school is moving towards school data to direct curriculum mapping efforts at each grade level to develop a year-long scope and sequence and the creation of units of instruction.</li> <li>Students are exposed grade appropriate level fiction and non-fiction texts. The school is moving toward the alignment of existing texts to the CCSS.</li> <li>Through our inclusion model and adherence to IEP directives, students with disabilities are able to gain core content knowledge and skills.</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>Instructional materials are aligned with the standards.</li> <li>Materials are supportive of students with disabilities as indicated in the IEP.</li> </ul>	
<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>	<ul style="list-style-type: none"> <li>• Teacher team and classroom data is available following assessment administration.</li> <li>• A comprehensive set of assessments are used for literacy and math in grades K-8th: mClass, BAS/STEP, Scantron, CCSS. The school is moving towards the creation and administration of interim classroom assessments in conjunction with our implementation of CCSS.</li> <li>• Assessment accommodations exist and are implemented for students with disabilities in accordance with the IEPs.</li> </ul>	

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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>	<ul style="list-style-type: none"> <li>• Learning objectives are aligned to the standards. Communication of the learning objective is inconsistent from teacher to teacher/classroom to classroom.</li> <li>• The school is moving toward greater consistency with moving from basic comprehension questioning to higher order thinking and deeper understanding.</li> <li>• Greater focus being placed on creation of formative assessments as we transition to CCSS.</li> </ul>	

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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>	<ul style="list-style-type: none"> <li>Data was used to identify students for both academic and enrichment interventions.</li> <li>Pullout interventions need to be implemented earlier in the academic school and monitored to allow for matriculation every 6-8 weeks to provide a larger number of students with the supports they need to succeed academically in reading and/or math. This will be achieved through the utilization of year end data for the identification of students for targeting.</li> <li>Interventions need to be monitored to ensure fidelity to data and materials as well as to determine effectiveness through pre post intervention data, classroom grades, assessments, etc.</li> </ul>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>ILT helps develop PD based on school's priorities and student data.</li> <li>Differentiated PD is provided to meet teachers' needs in grade bands.</li> <li>PD continues to be offered after school.</li> <li>PD opportunities are shared and planned for teachers by administration.</li> <li>The school is moving toward developing a system to monitor the effectiveness of PD through peer coaching and teacher collaboration.</li> <li>Staff has agreed to focus on at least two school wide priorities in</li> </ul>	

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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>	<ul style="list-style-type: none"> <li>Teachers meet regularly during grade level meetings.</li> <li>Informal discussions or meetings initiated by teachers on a regular basis.</li> <li>Teachers have protocols or processes in place for team collaboration and reporting.</li> <li>The full day schedule will allow for content area teachers and vertical teams to collaborate weekly.</li> <li>Bi-weekly grade level meetings scheduled to allow general and special education teachers time to collaborate.</li> <li>Enrichment teachers meet with homeroom teachers of students supported in RtI to plan instruction.</li> <li>Grade level teams take ownership of student results.</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>CNTC coach provides support to new special education teacher.</li> <li>Veteran teachers were assigned new teachers to the profession.</li> <li>Coaching around data analysis and best practices provided during grade level meetings.</li> <li>Members of ILT facilitate learning during grade cluster meetings.</li> <li>Teachers set individual professional goals at the end of last year, however, there was little follow-up.</li> </ul>	



## 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>	<ul style="list-style-type: none"> <li>Staff members in middle school more consistently reinforce college and career ready standards for students.</li> <li>School in emergent stages of college going culture through display of college banners in the hallway and engaging students in conversations relative to goal setting beyond high school. Intermediate and middle school students have participated in a program exposing them to college experience through an after school tutoring program on the site of a college campus.</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>Some students have formed bonds with the advocates in the school.</li> <li>Patterns of interaction between adults and students are inconsistent and vary from classroom to classroom. Responses to disrespectful behavior are inconsistent at the classroom level.</li> <li>The school has moved to a more inclusive model and as such students with disabilities are fully engaged socially and physically in the school community.</li> </ul>	
<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>	<ul style="list-style-type: none"> <li>The school is moving towards more consistent implementation of PBIS from teacher to teacher/classroom to classroom.</li> <li>The school has made steps towards establishing a tiered approach to behavioral interventions for tier 2 and tier 3 students.</li> </ul>	



## 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>2</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>	<ul style="list-style-type: none"> <li>During monthly Coffee with the Principal meetings, school data is shared with an explanation of the assessments, specific information on students' performance, along with information on how to improve</li> <li>Specific assessment data (i.e. ISAT, Scantron and STEP/BAS) is distributed to families during the 1st quarter report card pick-up and whenever applicable</li> <li>Content area family nights are planned to engage families in learning through activities (i.e. literacy, math, science fair workshops, etc.)</li> <li>Ancillary staff works closely with parents during IEP meetings, developing 504 and behavior plans</li> <li>PAC is planning to provide Parent Portal training for parents</li> </ul>	
	<b>Ongoing communication</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>Monthly newsletter and calendar distributed with pertinent information and student/school successes</li> <li>8th grade parent meetings held throughout the year to keep parents abreast of expectations</li> <li>Counselor provides families support with applying to high schools</li> <li>Parent Head Start meetings planned quarterly</li> <li>Parent Portal is promoted at school wide events</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>Parents are encouraged to volunteer as chaperones on field trips, assist classroom teachers, and assist with school wide events.</li> <li>PAC conducts workshops based on parents' interests.</li> <li>Science fair exhibitions are planned twice a year.</li> <li>Awards and seasonal assemblies, content are family nights, and Back to School Carnival activities are planned</li> </ul>	

## 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>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>	<ul style="list-style-type: none"> <li>School Administrative Team (including counselor and social worker) will continue to work with students and their families to provide resources and /or services where needed in order to keep students academically engaged during crisis or transition.</li> <li>Lines of communication will be established during registration of</li> </ul>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>1</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>	<ul style="list-style-type: none"> <li>Information about career and choices is provided with consistency through the middle school.</li> <li>College information is also provided to intermediate students participating in WITS After School Program at DePaul University.</li> </ul>	
<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>	<ul style="list-style-type: none"> <li>Support and career planning is limited to the discussion surrounding EXPLORE exam.</li> <li>Students are encouraged to plan on taking advanced classes even in high school (AP classes)</li> <li>We have set the foundation for advanced curriculum through the formation of middle school gifted classroom.</li> </ul>		
<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>	<ul style="list-style-type: none"> <li>The school offers exposure to a wide range of extracurricular and enrichment programs (SES, After School All Stars, Joffrey Ballet, Choir, Drama, Science Club, STEM).</li> </ul>		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<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>	<p>The school promotes preparation for attending college for middle school students.</p>	
	<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>	<p>Not Applicable</p>	
	<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>	<ul style="list-style-type: none"> <li>The school is strategic with teacher placement and instructional focus relative to benchmark grades for effective student transitioning.</li> <li>School makes data driven decisions relative to class rosters for benchmark grades.</li> <li>In the cases where split classrooms were necessary, student data was used to provide optimal learning and teaching opportunities.</li> </ul>	

## 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>	<ul style="list-style-type: none"> <li>School allocated funding for After School All Stars Academic Program based indicators for strategic student targeting.</li> <li>The school has maintained and forged new community partnerships to meet the social, health, and academic needs of the students.</li> <li>School focuses use of resources on student achievement through after school programming and resources to augment instruction for improved student academic performance.</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>Hiring is conducted based on student need staff capacity.</li> <li>Through student teaching participants, and program participants, the school is working towards developing a resource pool of potential staff members.</li> <li>The interview process is multi-layered which includes questioning from the administrative team, a demo lesson observed by members of a grade/subject band, administration, ILT, and LSC team members. The demo lesson is followed by a debriefing in which those present for the demo lesson are a part and able to engage in question and answer relative to the demo.</li> </ul>	
<b>Use of Time</b> ----->			<b>2</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>	<ul style="list-style-type: none"> <li>The school is taking steps to design a schedule grounded more firmly in student need.</li> <li>School schedule allows for grade level collaboration among teacher within teacher teams. School is moving toward a schedule which will allow for greater cluster collaboration.</li> <li>A structured intervention block for struggling students exists for students K-3rd grade. The school is moving towards a schedule</li> </ul>	



## 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

Martha M. Ruggles mission is to provide an inclusive learning community that is committed to meeting the diverse needs of all students. Through the curriculum, students will become critical thinkers, problem solvers, and will become reflective individuals through cultural awareness. All stakeholders, staff, , and community members will work collaboratively to provide a student centered environment that focuses on literacy, mathematics, science with the integration of technology.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Enhance the professional learning community through collaboration to deepen understanding of the Common Core to provide our students with college and career readiness skills. Utilize teacher teams to examine instructional shifts and develop a clear understanding of what students need to know and be able to demonstrate relative to mastery of the Common Core.	We need rigorous literacy and math instruction as we shift to Common Core aligned instructional practices. For SY 2011 we have less than 60% of our students making growth targets (Scantron) in literacy grades 3rd-8th; and less 30% at or above grade level (Scantron) in literacy grades 3rd-8th. For our K-2nd graders, 49% scored at benchmark for end of the year on mCalsss Math assessment; 57.6% of 3rd-5th graders and 51.3% of 6th-8th graders made growth targets (Scantron); only 8.8% of our 8th graders scored at College Readiness Benchmark (Explore).
2	Effectively implement PBIS as part of our positive behavior model to decrease the number of out of school suspensions, minimize interruptions to instructional process, improve student engagement, and build trusting relationships.	Based on the data from the the SY 2011, our misconduct rate was 30%. From the School Progress Report, 43% of the students feel safe. We need systemic and consistent implementation of PBIS at the classroom level so that instructional time on task is maximized to meet the instructional shifts as we implement Common Core aligned instruction.
3	Improve school and family relationships through increased communication, providing tools/resources, and engaging learning opportunities to enable parents to be active partners in their child's academic progress.	Based on information from the SY 2011 School Progress Report, 48% of the parents reported feeling engaged with the school. We need to provide opportunities to inform and educate parents on instruction content which will empower them to better assist and guide their child's/children's academic progress.
4	Effectively implement intervention for reading and mathematics using existing and new data to identify students for the designated blocks of time in the full day schedule.	On the School Effectiveness Framework we scored "2" for Intervention. Interventions were implemented without consistency for our intermediate and middle school. With a structured and deliberate Rti delivery model we can ensure students will receive the additional supports needed to improve academically in reading and mathematics.





### 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
Enhance the professional learning community through collaboration to deepen understanding of the Common Core to provide our students with college and career readiness skills. Utilize teacher teams to examine instructional shifts and develop a clear understanding of what students need to know and be able to demonstrate relative to mastery of the Common Core.	We need rigorous literacy and math instruction as we shift to Common Core aligned instructional practices. For SY 2011 we have less than 60% of our students making growth targets (Scantron) in literacy grades 3rd-8th; and less 30% at or above grade level (Scantron) in literacy grades 3rd-8th. For our K-2nd graders, 49% scored at benchmark for end of the year on mCalsss Math assessment;57.6% of 3rd-5th graders and 51.3% of 6th-8th

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct an audit in classrooms to determine text needs aligned to Common Core (text sets)	Instructional Materials	Not Applicable	Teacher Team Leads	Summer 2012	Quarter 2		
Participate in Network Professional Development for ELA teachers to incorporate texts into unit planning	Professional Development	Not Applicable	Teachers/Admin.	Summer 2012	Quarter 1		
Teacher teams to meet to review planning guides for ELA and incoming class data to create unit plans	ILT/ Teacher Teams	Not Applicable	Teacher Teams	Summer 2012	Quarter 1		
ILT members to facilitate professional development on use of Appendix B (Common Core)	Professional Development	Not Applicable	ILT/Admin.	Quarter 1	Quarter 1		
Use <i>Framework for Teaching</i> during classroom observations (REACH)	Instruction	Not Applicable	Administration	Quarter 1	Quarter 4		
Conduct an audit of existing instructional math materials 6th-8th to be used for Math Bridge Plan implementation	Instructional Materials	Not Applicable	Math Leads	Quarter 1	Quarter 2		
Develop tentative Professional Development calendar 2013 by July	Professional Development	All	ILT/Admin.	Summer 2012	Quarter 1		
Math lead team members collaborate with teachers to develop performance tasks using the Math Bridge Plan	ILT/ Teacher Teams	Not Applicable	Math Leads	Summer 2012	Summer 2012		
ELA lead team members conduct professional development on creating units aligned to the Common Core	Professional Development	Not Applicable	Teacher Team Leads	Summer 2012	Summer 2012		
Conduct Professional Development on text complexity, close reading, and questioning	Professional Development	Not Applicable	Administration	Quarter 1	Quarter 2		
Conduct professional development using data from performance assessment data for future planning	Professional Development	Not Applicable	Teacher Team Leads	Quarter 2	Year 2		
Conduct monthly surveys in addition to teacher talks to identify additional professional development needs.	Professional Development	Not Applicable	Administration	Quarter 1	On-going		



**Strategic Priority 1**

ELA team members implement units aligned to Common Core and collaborate with grade band members to reflect on instruction and student performance	Instruction	Not Applicable	Teacher Teams	Quarter 1	On-going		
ELA team members develop quarter 2 units aligned to Common Core using reflection from quarter 1 plan implementation.	Instruction	Not Applicable	Teacher Teams	Quarter 1	Quarter 2		
ELA team members develop quarter 3 and quarter 4 units aligned to Common Core using reflection from quarter 2 plan implementation.	Instruction	Not Applicable	Teacher Team	Quarter 2	Quarter 4		
Math team members 6th-8th, implement Math Bridge Plan for instruction content	Instruction	Not Applicable	Middle School Math Team	Quarter 3	Quarter 4		



## 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
Effectively implement PBIS as part of our positive behavior model to decrease the number of out of school suspensions, minimize interruptions to instructional process, improve student engagement, and build trusting relationships.	Based on the data from the the SY 2011, our misconduct rate was 30%. From the School Progress Report, 43% of the students feel safe. We need systemic and consistent implementation of PBIS at the classroom level so that instructional time on task is maximized to meet the instructional shifts as we implement Common Core aligned instruction.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development to be attended by PBIS/Climate team to glean ideas and best practices from schools effectively implementing PBIS	Professional Development	Not Applicable	PBIS Climate Team	Summer 2012	On-going		
Facilitate PBIS expectations rally by grade band	Other	All		Quarter 1	Quarter 1		
Include entire staff in goal and purpose for PBIS to improve coherence and assist with shift in school wide culture through continuous professional development	Other	Not Applicable	PBIS Climate/Admin.	Quarter 1	On-going		
Facilitate professional development on sensitivity training for teachers and staff to contribute to our positive school model to further develop trusting relationships	Professional Development	Not Applicable	PBIS/Climate Team/Admin.	Summer 2012	Quarter 1		
Display visual examples of positive behavior by grade bands as anchors and frame of reference for students during transitioning	Other	Not Applicable	PBIS Climate Team	Quarter 1	On-going		
Implement student of the week program to recognize students who exemplify good citizenship for the week	Other	All	Teachers	Quarter 1	Quarter 4		
Implement Teacher of the Month program students get to submit nominations requiring them to cite evidence supporting their nominations based on specific criteria	Other	All	PBIS Climate team	Quarter 2	Quarter 4		
Implement student council to provide leadership roles and student voice for students in grades 5th-8th	After School/ Extended Day	Other student group	Student Council Sponsors	Quarter 1	On-going		



**Strategic Priority 2**

Use data, staff input and student data from internal survey to identify 4 areas ( 1 per quarter) of focus for improvement for the school year ( hallways, lunchroom, entry, dismissal)	ILT/ Teacher Teams	Not Applicable	PBIS Climate Team/Admin.	Summer 2012	Quarter 1		
Collect and analyze data school wide data climate/PBIS data	Other	Not Applicable	PBIS Climate Team/Admin.	Quarter 1	On-going		
Create and provide PBIS lessons to teachers to reinforce expectations as evidenced by data and/or observation	Instructional Materials	All	PBIS Climate Team/Admin.	Quarter 1	On-going		
Implementation of SEL curriculum for students grades 6th-8th.	Instruction	Other student group	Counselor	Quarter 1	Quarter 4		







Strategic Priority 3


### Strategic Priority 4

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

Strategic Priority Description	Rationale
Effectively implement intervention for reading and mathematics using existing and new data to identify students for the designated blocks of time in the full day schedule.	On the School Effectiveness Framework we scored "2" for Intervention. Interventions were implemented without consistency for our intermediate and middle school. With a structured and deliberate Rti delivery model we can ensure students will receive the additional supports needed to improve academically in reading and mathematics.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use data to identify students for Rti upon return in fall (Mclass, STEP/BAS, diagnostic). Use spring 2012 data as early indicators for fall Rti participation.	ILT/ Teacher Teams	Other student group	Teachers	Quarter 1	Quarter 4		
Secure intervention instructional materials	Instructional Materials	Not Applicable	Rti Team Administration	Summer 2012	Quarter 1		
Monitor academic progress (pre and post Rti) through grades, pre/post intervention assessments, and performance on NWEA and other district wide assessments	ILT/ Teacher Teams	Other student group	Rti Team Administration	Quarter 1	On-going		
Monitor use of designated blocks/times in schedule for Rti implementation	Instruction	Other student group	Administration	Quarter 1	Quarter 4		
Collect and analyze Rti data to tweak structure and delivery of Rti	ILT/ Teacher Teams	Other student group	Rti Team Administration	Quarter 2	Quarter 4		
Further develop the Rti team	Instruction	Other student group	Rti Team Administration	Summer 2012	On-going		



**Strategic Priority 4**