



2012-2014 Continuous Improvement Work Plan

William H Seward Communication Arts Academy ES

Pershing Elementary Network

4600 S Hermitage Ave Chicago, IL 60609

ISBE ID: 150162990252446

School ID: 610167

Oracle ID: 25301



Mission Statement

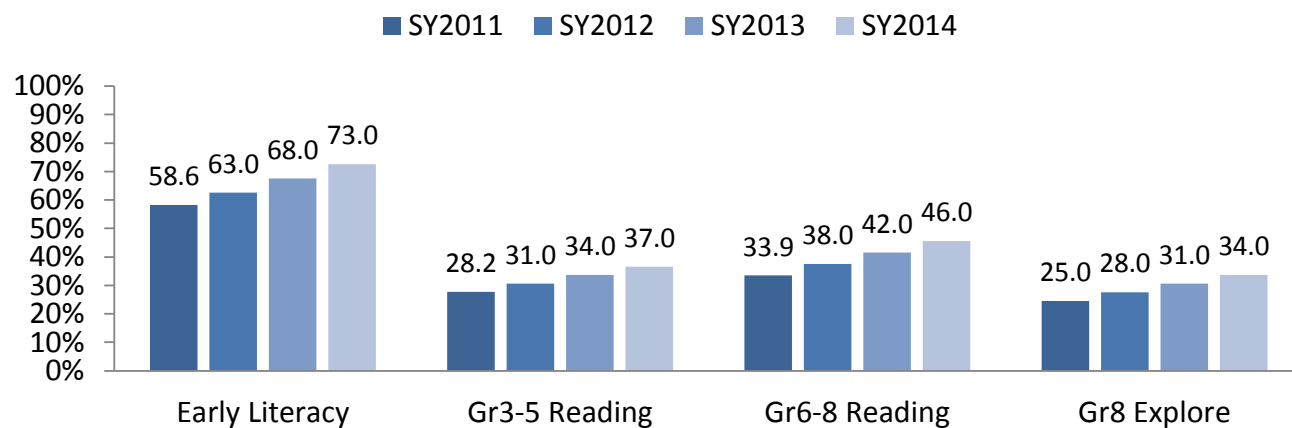
Our mission at Seward is to provide a program that is committed to a community partnership that provides a safe, nurturing environment with a focus on reading, writing, mathematics, technology and communication arts that will develop responsible lifelong learners for all students including those with disabilities and those who are English Language Learners.

Strategic Priorities

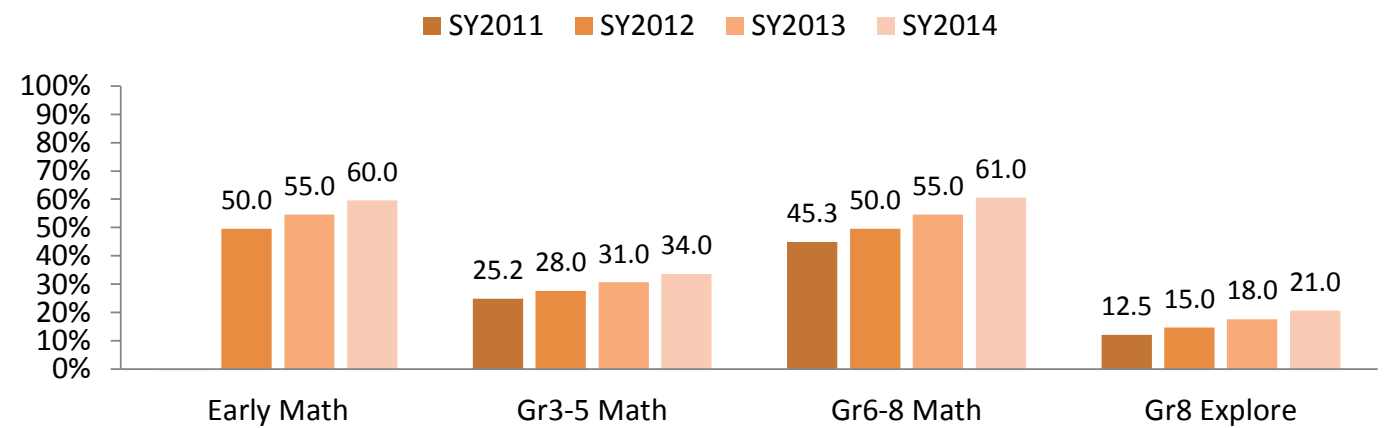
1. Grade Level Teams develop theme based, Common Core aligned units of instruction and rigorous performance tasks that use grade appropriate complex texts.
2. Increase student achievement of all English Language Learners by strengthening the Tier 1 instruction in order to provide continuity in language and content knowledge development.
3. The school will adopt of a school wide writing strategy (MEL-Con) in order to support writing across all grade levels, extended response on ISAT and argumentative writing as part of the CCSS.

School Performance Goals

Literacy Performance Goals



Math Performance Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	William H Seward Communication Arts Academy ES

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
Nora A. Cadenas	Principal
Patricia Zarate	Assistant Principal
Pebble Jackson	Assistant Principal
John Trock	Counselor/Case Manager
Patricia Ramirez -Police Officer	Other
Marcella Martinez	Lead/ Resource Teacher
Catherine Barzen	ELL Teacher
Eileen Stobart	Special Education Faculty
Lorel Madden	Classroom Teacher
Maribel Rojas	Classroom Teacher
Lisette Plaza	Classroom Teacher
Luz Maria Flores	LSC Member



Elementary Goal Setting

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

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Early Literacy % of students at Benchmark on DIBELS, IDEL	58.6	63.0	68.0	73.0		Early Math % of students at Benchmark on mClass	NDA	50.0	55.0	60.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	28.2	31.0	34.0	37.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	25.2	28.0	31.0	34.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.1	54.0	59.0	64.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	58.8	64.0	70.0	77.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	33.9	38.0	42.0	46.0		Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	45.3	50.0	55.0	61.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	51.3	56.0	61.0	67.0		Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.8	64.0	70.0	77.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	25.0	28.0	31.0	34.0		Explore - Math % of students at college readiness benchmark	12.5	15.0	18.0	21.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.7	96.0	97.0	98.0					
					Misconducts Rate of Misconducts (any) per 100	14.4	10.0	7.0	5.0

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
ISAT - Reading % of students meeting or exceeding state standards	63.0	68.0	71.0	81.0		ISAT - Reading % of students exceeding state standards	7.9	12.0	17.0	22.0
ISAT - Mathematics % of students meeting or exceeding state standards	74.9	80.0	84.0	88.0		ISAT - Mathematics % of students exceeding state standards	12.2	17.0	22.0	27.0
ISAT - Science % of students meeting or exceeding state standards	67.7	70.0	73.0	76.0		ISAT - Science % of students exceeding state standards	2.7	7.0	12.0	17.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>The Administrative Team along with the ILT will continue to build a culture around college readiness standards by focusing on the measurable goals set for each of the following assessments: Dibels, NWEA, ISAT and EXPLORE. The school has a clear theory of action with two target areas based on school data gathered from Access and ISAT assessments. Our two areas of focus are Bilingual Education and Extended Response. Our key strategic levers include implementing MEL-Con as a school wide writing strategy and releasing a bilingual lead teacher to provide more peer coaching and professional development around bilingual strategies and methods. The BLT, bilingual teachers and the administrative team, will develop a systematic professional development program for the 2012-2014 based on the results of data directly related to our ELL population.</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> *On the My Voice My School survey, we received a "strong" for Effective Leadership. * The principal has established a vision for improving the professional learning system through the consistent support and monitoring of vertical and grade level teams. *Principal attends all weekly grade level team meetings and rotates throughout the bi- monthly vertical curriculum development team meetings. Principal supports teachers in their collaborative efforts to develop and present professional development sessions that address Common Core State Standards in the areas of Reading, Math, Science and Writing. *Principal provides multiple opportunities resources for teachers to inform parents about goals and objectives, student progress, key instructional strategies and home school connections. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> *100 % of our teachers participate in grade level teams *25% of our teachers participate in ILT *100% of our teachers participate in vertical curriculum development teams. Teachers in their collaborative efforts to develop and present professional development sessions that address Common Core State Standards in the areas of Reading, Math, Science and Writing. *25% of our teachers participate as team facilitators. *2 of our teachers have completed the CPS mentorship program for new teaches. *We have coaches in the following areas: Math, Science, Writing, Reading, Bilingual and Extracurricular sports and activities. *100% of our teachers participate in and develop activities for parent family nights and activities, which are held 7 times a year. *Teacher Grant writers have received the following grants: Oppenheimer, Target and Chicago Foundation for Education and Rochelle Lee. Teachers take advantage of the principal's open door policy throughout the year. *Two teachers participate as union representatives. 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>*The ILT is composed of the facilitators from each of the core vertical curriculum development teams, special education teacher, bilingual lead teacher and the administrative team.</p> <p>*Although we received an "average" in the area of Ambitious Instruction on the My School My Voice Survey, the ILT continues to improve teaching and learning through test item analysis in math, science and literacy in order to determine the difference between the Illinois State Standards and the new Common Core State Standards. Through analysis of student tasks and work samples, the ILT will work to provide professional development in order to increase the instructional rigor in the classroom. Through data analysis on the ISAT and NWEA, it was determined that Word Analysis skills were a weakness and the team researched and adopted a school wide supplemental program.</p>	2
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>The school has a systematic approach to analyzing data on an ongoing basis. The NWEA results were used three times a year to group and regroup the students for math and reading instruction by RIT band. This was done across all grade levels. DIBELS data was used to determine the need for additional instructions for students at the intensive and strategic levels. All teachers participated in the planning and implementation of the targeted instruction.</p>	4

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Curriculum pacing/scope and sequence was developed by the Vertical curriculum development teams using the Illinois Standards and the textbook for reading, math and science. This year, the vertical curriculum development teams are in the initial stages of mapping the curriculum using the Common Core State Standard. The teams have also inserted rigorous lessons based on the CCSS into the current curriculum.</p> <p>Teachers participate weekly in teacher led collaborative teams or professional development sessions to analyze data and to develop strategies to address weaknesses indicated on standardized measures.</p> <p>The bilingual lead teacher and special education teachers participate in each of the vertical teams and provide input to ensure that students with disabilities and ELL's are able to gain core content knowledge and skills.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Instructional materials are available at all grade levels and programs. The original consideration was to connect with the Illinois State Standards, any new instructional basal series acquired since 2010 are aligned to the Common Core State Standards. Teachers have begun to collect more teaching materials that address the CCSS. The school has a resource room for all teachers in the school that houses intervention materials such as, leveled books, flashcards, games, plays, books on tape and intervention programs that assist with the differentiation of instruction and</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
<p>Assessment -----></p>			<p>3</p>
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> *Teachers have their own passwords to retrieve data results from the NWEA and Dibels within 24 hrs of taking the assessment. The school has provided extensive professional development on how the data is organized and how to use the data to guide instruction. *Each grade level team uses and reviews the data from the following assessments: NWEA, ISAT, EXPLORE, DIBELS, IDEL, ACCESS, publisher created assessments. *WE are in the process of adopting progress monitoring tools that are consistent throughout the school, so that we can track student progress. *As part of our action plan, we implemented a school wide writing strategy (MEL-Con) that assist our students in answering a reading extended response question. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> *Our grading system is citywide and adaptive for students with disabilities. As part of the schools non-negotiables objectives are posted and presented in the classroom. As part of the observation, principal asks students regarding the day's objectives. *At the beginning of the 2011-12 school year a task analysis revealed that most of the learning tasks were at the "understanding" level of the Blooms Taxonomy. Professional development was provided and will be continued to be provided in order to improve high level questioning techniques and tasks. *Sequencing of lessons in most classes is driven by the pacing suggested by the vertical curriculum development teams based on the Illinois Learning Standards. *The vertical teams are moving toward aligning lessons to the Common Core State Standards. Through the use of RIT bands, the students were grouped for 	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> Through the use of Dibels and NWEA results we are able to identify students in need of academic intervention. These students are grouped for additional instruction throughout the day. *Each of the vertical teams chose and guided the administration of a diagnostic assessment to identify skill gaps for individuals and as a school. *The vertical teams focused on improving Tier 1 instruction for all students to reduce the need for Tier 2 and 3. *As part of our intervention program, at least 6 Tier 2 students from each classroom received an additional 30 minutes a day of targeted instruction. *Each of the intervention groups is monitored by an ILT member, but a more systematic approach needs to be established in order to monitor the student's progress and increase the number of students exiting Tier 2. 	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> The school has a yearlong professional development plan that is aligned with the school's action plan. *Professional development is provided and designed bi-monthly by teachers, the administrative team and consultants. *Our professional development was focused on the adoption of the CCSS, extended response, RTI, NWEA data analysis, ELL strategies and special education. These areas were included in the school's action plan and our CPS Restructuring Plan. *Although the professional development is ongoing and relevant to the teachers we will make it more systematic and in-depth. *In order to differentiate the teacher's needs, some professional 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Teachers meet weekly to analyze assessments and plan weekly instruction. They are now beginning to design long term unit plans as part of the bi-monthly vertical team. Teachers and special education staff meet weekly to discuss interventions and progress monitoring. Teacher teams share alternative strategies for addressing the needs of general, special and bilingual students. A protocol, which includes communicating from each vertical team member, special/ bilingual education concerns, planning instruction and sharing strategies and resources. Minutes are turned in weekly. Teacher led Grade level meetings are held in the principal's office and the administrative team is available for support. 	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> We have identified teachers as coaches in the following areas: Science, Reading and Bilingual strategies. Teachers that require coaching are guided by the administrative team to seek out peer support, outside professional development or teacher coaches. New teachers are paired with mentors in order to receive the coaching and support needed. Some professional development decisions are mandated, but others are left to teacher initiative/discretion. Individualized coaching is not systematized. The frequency and the monitoring is not documented consistently. We are working towards systematizing and documenting coaching procedures. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> *Guidance from the Pershing Network has led to professional development for the CCSS and an understanding of benchmarks that are indicative of college readiness. We are working to increase the number of students in the exceeds category on ISAT and to reach the 65th percentile range on the NWEA in both reading and math. *Counselor works with each individual student to review and apply guidelines for high school options. *The importance of the 7th grade year is emphasized starting at the 5th grade level. 	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> *All adults within the school are dedicated to helping and supporting the students in achieving their goals. *Many faculty and staff members stay after school to provide additional academic support, extracurricular activities and guidance. *Special and bilingual education students are included in all activities and clubs to give them the opportunity to interact with their peers. *Student growth is celebrated as much as student achievement through incentive programs. *Students home language is valued and encouraged. All communication are translated into both languages. 	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> *The Student Code of Conduct is followed guides the response to all inappropriate behavior. During the first week of school, the students participate in discipline assembly, where the SCC is explained and discussed. *The SCC is given out to both parents and students during Open House. *Throughout the school year teachers establish positive behaviors in the classrooms and at grade levels. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Information about performance is explained thoroughly at the LSC, BAC and NCLB parent meetings by the principal and the committee chairs in both languages. We are working to increase parent participation at the above mentioned meetings and to train our teachers to give the same thorough information at Open House and other parent events. Teachers provide the goals and objectives in both languages to the parents during the Open House and report card pick-up sessions. Although the school disseminates the quarterly progress report for all students, we are working to increase the communications about students that are receiving interventions and progress monitoring. 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Many teachers have conferences with parents before and after school as well as during preparation periods to discuss behavior and academic performance (positive and negative). Teachers communicate with parents via letters that are translated and approved by the principal. School information is also communicated via the school website that is now updated weekly. 	
Bonding ----->			4	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school has a clean and inviting environment. Our parent volunteers and Educational support staff are available and positioned at the doors to direct parents or answer questions that visitors may have. Administrative team welcomes and greets any newly enrolled student and family. Parents participate in four annual curriculum nights, one open house, assemblies, and plays, report card pick up, zumba classes, financial, wellness, immigration and housing workshops. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> *School works closely with SOS Children's Villages, Boys Town, Peace and Education Coalition, Holy Cross Church, Health Alternative Systems to provide services that empower and motivate at risk youth and families. *The administrative team along with off duty police officers and school social worker do home visits to assess situation and 	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> *Counselor plans high school visits for parents and students. *Counselor plans and hosts high school fairs within the school. *Seward Alumni return to speak with students regarding career paths and preparation. *Preparations are being made for each teacher to display and share 	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> *Counselor plans high school visits for parents and students. *Counselor plans and hosts high school fairs within the school. *Seward Alumni return to speak with students regarding career paths and preparation. *Counselor works with each individual student to review and apply guidelines for high school options. *The importance of the 7th grade year is emphasized starting at the 5th grade level. *Seventh/ Eighth grade students are monitored closely to help them stay focused and guide them in the right direction. 		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> *Through the After School All Stars program and school based programs students in grades 3-8 participate in sports activities, chess, ballroom dance, academic clubs, mentoring programs and technology programs. 		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> *Teachers have participated in an EXPLORE training facilitated by the Pershing Network in order to use the results to guide instruction to increase the performance on the college and career assessment. *Students now understand the relationship between the 65th 	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	N/A	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> *Counselor along with the teachers conducts parent meetings that provide information regarding promotion policies. *Pre-School teachers along with the Head start program provide detailed information about the transition procedure from preschool to kindergarten. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> *75% of discretionary funds are used to purchase personnel that directly supports the academic program. *Although our teachers seek grants to support the academic program, but it is not a significant enough to support all of the staff and students needs. *Devote most of our financial resources to support areas of need as identified by the LSC and curriculum teams. 	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> *Although hiring is conducted after a vacancy is identified, this year we have the opportunity with the college readiness funds to hire additional personnel to meet student needs and to increase staff capacity and address scheduling priorities. *We have supported a number of parent volunteers and student workers to become active members of the staff as teachers and educational support personnel. *We will have 4 Seward Alumni as part of our staff for the 2012-13 school year. *As part of the hiring process, grade level and content area teachers are included as part of the interview and observation of the lesson demonstration. 	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> *A common prep time has been scheduled for all grade level teams. *Struggling students receive a structured intervention time on a daily basis. All grade levels have the same intervention time to facilitate the differentiation of instruction and collaboration between grade level classes. *We have been providing RIT band instruction during the extended day program, but are working on including RIT band instruction during the regular school day. 	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Our mission at Seward is to provide a program that is committed to a community partnership that provides a safe, nurturing environment with a focus on reading, writing, mathematics, technology and communication arts that will develop responsible lifelong learners for all students including those with disabilities and those who are English Language Learners.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Grade Level Teams develop theme based, Common Core aligned units of instruction and rigorous performance tasks that use grade appropriate complex texts.	Our school scored a number "2" in "Curriculum" on the SEF. By aligning our curriculum to the CCSS we will be able to implement a rigorous literacy curriculum. We now have only 53% in literacy meeting growth targets on the NWEA in literacy for all grades.
2	Increase student achievement of all English Language Learners by strengthening the Tier 1 instruction in order to provide continuity in language and content knowledge development.	We have a need to strengthen the ELL curriculum as we are not making AYP assessment targets. In 2011, the percentage of LEP students meeting/exceeding standards was 34.3% in reading. In addition only 12% of the ELL students exited the Bilingual Program in 2011.
3	The school will adopt of a school wide writing strategy (MEL-Con) in order to support writing across all grade levels, extended response on ISAT and argumentative writing as part of the CCSS.	ISAT data indicates that the majority of our students are scoring a "2" on the extended response reading test. Mel-Con will provide a structured and consistent approach to writing evidence based arguments school wide.
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
Grade Level Teams develop theme based, Common Core aligned units of instruction and rigorous performance tasks that use grade appropriate complex texts.	Our school scored a number "2" in "Curriculum" on the SEF. By aligning our curriculum to the CCSS we will be able to implement a rigorous literacy curriculum. We now have only 53% in literacy meeting growth targets on the NWEA in literacy for all grades.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
A. Provide professional development for Unit Planning and the use of Blooms Taxonomy	Professional Development	All	Professional Consultant	Summer 2012	On-going		
B. Develop a yearlong unit vision based on the CCSS and the current reading series	Instruction	All	Teachers and Administration	Summer 2012	Summer 2012		
C. Grade level teams will work in developing a Language Arts, Math and Science Unit of Study along with summative unit assessments	Instruction	All	Teachers and Administration	Summer 2012	Quarter 1		
D. Create your beginning of unit diagnostic tool	Instruction	All	Teachers and Administration	Quarter 1	Quarter 1		
E. Grade level teams will complete a survey of resources available and the need for additional resources to implement the initial units of study.	Instructional Materials	All	Teachers and Administration	Quarter 1	Quarter 1		
F. Grade level teams will implement the first units of study.	Instruction	All	Teachers and Administration	Quarter 2	Quarter 2		
G. Study the CCSS and become knowledgeable about the actual content/subject matter of the unit plan.	Professional Development	All	Teachers and Administration	Quarter 1	Quarter 1		
H. Create a monitoring system for the CCSS covered in the thematic units	ILT/ Teacher Teams	All	ILT	On-going	On-going		
I. Midyear analysis of the implementation of the first units of study through reflective discussions and surveys.	ILT/ Teacher Teams	All	ILT	Quarter 2	Quarter 2		
J. Grade level teams will work in developing units of study for Language Arts, Math and Science along with summative assessments for the second semester	Instruction	All	Teachers and Administration	On-going	On-going		
K. Parents will be informed of the transition into the CCSS and the increase in rigor associated with the transition.	Parental Involvement	All	Teachers and Administration	Quarter 1	Quarter 1		



Strategic Priority 1

L. Parents will experience CCS designed lessons during the family curriculum nights.	Parental Involvement	All	Teachers and Administration	On-going	On-going		
M. Continue the development of the units of study for the following school year.	Instruction	All	Teachers and Administration	Summer 2013	Summer 2013		

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
Increase student achievement of all English Language Learners by strengthening the Tier 1 instruction in order to provide continuity in language and content knowledge development.	We have a need to strengthen the ELL curriculum as we are not making AYP assessment targets. In 2011, the percentage of LEP students meeting/exceeding standards was 34.3% in reading. In addition only 12% of the ELL students exited the Bilingual Program in 2011.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
A. Review and analyze all assessments that the ELL students are required to complete.	ILT/ Teacher Teams	English Language Learners	Bilingual Lead Teacher	Summer 2012	Summer 2012		
B. Develop 3 to 5 priorities based on assessment analysis	Instruction	English Language Learners	Bilingual/ESL Teachers	Summer 2012	Summer 2012		
C. Provide professional development on lesson planning with the WIDA standards.	Professional Development	English Language Learners	Bilingual Lead Teacher	Quarter 1	Quarter 1		
D. Bilingual Teachers will complete a survey of resources available and the need for additional resources to support the Tier 1 instruction	Instructional Materials	English Language Learners	Bilingual Teachers	Quarter 1	Quarter 1		
E. Identify Bilingual/ ESL strategies used in the core curriculum basals.	Instruction	English Language Learners	BLT and Bilingual Teachers	On-going	On-going		
F. Teachers will implement a fluency program and progress monitor the students every 2 weeks.	Instruction	English Language Learners	Bilingual Teachers	On-going	On-going		
G. Professional development on ESL strategies focusing on Sheltered Instruction Observation Protocol (SIOP)	Professional Development	English Language Learners	Bilingual Lead Teacher	Quarter 2	Quarter 4		
H. Provide professional development to assess the level of rigor of Tier 1 through task analysis.	Professional Development	English Language Learners	Bilingual Lead Teacher and Administration	Quarter 2	Quarter 2		
I. Professional development on language acquisition.	Professional Development	English Language Learners	Bilingual Lead Teacher	On-going	On-going		



Strategic Priority 2

J. Appropriate training and review of standardized test administration for all teachers.	Instruction	English Language Learners	Bilingual Lead Teacher and Administration	Quarter 2	Quarter 2		
K. Bilingual Teachers will provide test preparation that will focus specifically on test format and timing.	Instruction	English Language Learners	Bilingual Teachers	On-going	On-going		
L. Provide parent workshops on standardized testing in order for parents to understand the test and the results.	Parental Involvement	English Language Learners	Bilingual Lead Teacher	Quarter 2	Quarter 2		
M. Monitoring through classroom observations the Tier 1 instruction providing feedback 3 times per quarter.	Instruction	English Language Learners	Administration and Bilingual Lead Teacher	On-going	On-going		
N. Create a resource bank of videos, power points and articles on ESL strategies.	Instruction	English Language Learners	Bilingual Teachers	Quarter 2	Quarter 4		
O. Increase the number of ESL/Bilingual endorsed teachers.	Staffing	English Language Learners	Administration and Bilingual Lead Teacher	On-going	On-going		

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
The school will adopt of a school wide writing strategy (MEL-Con) in order to support writing across all grade levels, extended response on ISAT and argumentative writing as part of the CCSS.	ISAT data indicates that the majority of our students are scoring a "2" on the extended response reading test. Mel-Con will provide a structured and consistent approach to writing evidence based arguments school wide.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
A. Professional development on the College and Career Readiness Anchor Standards for writing.	Professional Development	All	ILT and Writing Vertical Team	Summer 2012	Summer 2012		
B. Developing forms, templates and monitoring tools associated with the implementation of the writing program.	Instruction	All	ILT and Writing Vertical Team	Summer 2012	Quarter 4		
C. The writing vertical team will develop a scope and sequence for the implementation of the MEL-Con writing strategy.	Instruction	All	Writing Vertical Team	Quarter 1	Quarter 1		
D. Students practice extended response activity weekly.	Instruction	All	Teacher	On-going	On-going		
E. Peer observations will be scheduled to promote collaboration and reflective discussions of the implementation of the writing program.	Professional Development	All	Administrative Team	Quarter 1	Quarter 4		
F. Professional development on Main Idea, Evidence, Links and Conclusions.	Professional Development	All	ILT and Writing Vertical Team	Quarter 1	Quarter 4		
G. Professional development focused on the analysis of authentic student writing samples that apply to the Mel-Con writing strategy.	Professional Development	All	ILT and Writing Vertical Team	Quarter 2	On-going		
H. Develop sample extended response prompts for thematic units.	Instruction	All	Writing Vertical Team	Quarter 1	Quarter 4		
I. Parents will have access to student writing progress via the impact parent portal.	Parental Involvement	All	Administrative Team	On-going	On-going		
J. The Writing Vertical Team will develop a workshop for parents to experience and understand the Mel-Con strategy.	Parental Involvement	All	Writing Vertical Team	Quarter 3	Quarter 3		



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

Action Plan

Monitoring

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



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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